DOCUMENT RESUME

ED 277 947 CG 019 629

AUTHOR Abbey-Harris, Nancy
TITLE Homework for Parents and Teens. Family Life Education
INSTITUTION Planned Parenthood Association of Santa Cruz County, CA.
SPONS AGENCY Department of Health and Human Services, Washington, D.C.
REPORT NO ISBN-0-941816-11-7
PUB DATE 84
GRANT 09-H-00260-08-FT-H7O
NOTE 78p.
AVAILABLE FROM Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adolescents; Counselors; *Family Life Education; *Homework; *Interpersonal Communication; *Parent Child Relationship; *Parent Participation; Secondary Education; Sexuality

ABSTRACT

This document presents techniques for family counselors to use in their existing family life education programs to incorporate parent-children communication into those programs. Twenty-four assignments, divided into junior and senior high age levels, are included as an adjunct to classroom programs which provide structured, at-home activities to increase parent-child communication. Each activity includes an introduction, a parent worksheet, and a teenager worksheet. The homework activities are designed to enhance the role of parents in the value formation and guidance of their teenagers by increasing family communication about sexuality. Assignments at the junior high level examine how well teenagers and parents know each other, better communication methods, messages about sex, sex roles, dilemmas, anatomy, music, and saying "no." Homework at the senior high level concentrates on different views, appreciating people, sex roles and dating, love, relationships, saying "no," parenting, anatomy and physiology, birth control, sexually transmitted diseases, and values and decisions. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED277947

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Steven Bignell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Family Life Education

HOMEWORK for PARENTS and TEENS

Nancy Abbey-Harris

NETWORK PUBLICATIONS, 1984
Santa Cruz

Edited by
Mari Lynch Dehmler

DEVELOPED BY PLANNED PARENTHOOD
OF SANTA CRUZ COUNTY
under contract with the
Department of Health and Human Services
Grant # 09-H-00260-08 FT-H70

Cover Design by Mary Ann Hartwell

Copyright©1984, Network Publications

Published by Network Publications
a division of ETR Associates
1700 Mission Street, Suite 203
Santa Cruz, California 95060

Telephone: (408) 429-9822

ISBN: 0-941816-11-7

Table of Contents

INTRODUCTION 1

Sample Parent Letter 5
Sample Feedback Form 6
About the Activities 7
Family Privacy 8

HOMEWORK: JUNIOR HIGH

How Well Do You Know Your Teen? 11
How Well Do You Know Your Parents? 12
When You Were My Age 13
Better Communication - Word Choices ...15
Better Communication - "I" Statements .19
Messages About Sex 23
Male/Female Sex Roles 25
Dilemmas 29
Saying "No" 33
Anatomy Review 35
Musical Messages 39
Where Do You Stand? 41
Circle of Love 45

HOMEWORK: SENIOR HIGH

Different Views 47
Appreciating People 49
Sex Roles and Dating 51
What Is Love? 53
Relationships 55
Saying "No" 57
A Look at Parenting 59
Anatomy and Physiology Matching 61
Birth Control Myth Quiz 67
What Everyone Should Know About STD....71
A Big Decision 75
Values and Decisions 77

Acknowledgements

Many people have contributed to the concept of family life education homework activities and to the publishing of this small volume. It started with the Los Angeles Times editor who published "How Well Do You Know Your Parents?", a list of questions to test kids' knowledge of their parents. This inspired a Hueneme, CA, teacher and her class to write "How Well Do You Know Your Kids?" The success of that class's "homework" with their parents set us in the direction of homework activities to involve parents more directly in their child's family life education programs in the schools.

The publication of this volume is due in large portion to the vision of Ellen Wagman and Steven Bignell. Mary Lynch Dehmler deserves much credit for her fine job of editing. Her attention to detail and tireless pursuit of perfection often whipped my lagging spirits into shape. The wonderful cover design is by Mary Ann Hartwell. The graphics and layout of the activities are by Elizabeth Warshaw who is not only a fine artist but a flexible one. Special credit must be given Lynne De Spelder who was involved in the initial development of this publication. Three of the activities: "Appreciating people", "Dilemnas", and "Better Communication: Word Choice" were from her original concepts. Another activity, "Better Communication: I Messages" was adapted from the work of two different people. The first page of the activity was adapted from a parent education handout written by Rick Linzer, M.A., of Santa Cruz. The second page from an activity written by Judith Alter, Pamela Wilson, and Ann Thompson Cook, in Teaching Parents to be the Primary Sexuality Educators of Their Children.

The activities were reviewed and evaluated by students and parents in Santa Cruz, Live Oak, Aptos, Stockton and San Diego. We have learned a great deal from their feedback and have incorporated their suggestions into the final versions of the activities.

Finally, I would like to thank my family. My children have unrelentingly kept me abreast of what it's lke to be a teenager today. Knowing their concerns and trials has contributed much to these activities. My husband, Joseph Harris has been a great sounding board whose critique of activities has kept me on target and, I hope, relevant to the needs of parents and teens.

Introduction

Parents are the primary sex educators of their children. Yet, schools are absorbing more responsibility for this role as life for teens becomes more complicated and sexual decisions more confusing. Consequently, some parents feel usurped, left out. Homework activities can balance the roles of home and school. By encouraging the parents' role as sex educators of their children, teachers are joining forces with the home to provide support and guidance for teens in the sometimes confusing area of sexuality.

The purpose of homework activities is to enhance the role of parents in the value formation and guidance of their teens by increasing family communication about sexuality. Communication is talking and listening. The activities in this book encourage an exchange of views, a sharing of information.

The twenty-four activities are meant to be a starting point for you, the teacher, to augment your program. They will not cover every topic addressed in family life classes, but can serve as examples of format and structure for developing your own. Almost every classroom lesson plan can be adapted for homework.

We believe activities should be designed to:

a. be confidential - not returned to the classroom,

b. be thought-provoking; parents are busy people, activities should be worth the time spent on them,

c. reflect what is happening in the classroom; follow the course schedule and cover topics introduced in the curriculum,

d. start with activities that are non-threatening,

e. include exercises that give parents an opportunity to discuss their values about sensitive issues,

f. include informational activities about reproductive anatomy and physiology.

There are several ways to distribute the activities:

a. students can take a packet of activities home at the beginning of the course,

b, a letter can be sent to parents (the U.S. Mail may be the most reliable means) informing them that the activities are available upon request and may be picked up at school or sent home with the student,

c. parents can be sent a schedule of the activity due dates and students can take them home as topics arise in classroom discussion,

d. students can be given the assignments as topics arise in the classroom.

There are positive aspects for each approach. In choosing for your classroom, the basic question is whether the student or the parent should be the one to make the decision to do the assignments. Some teachers feel students need to be in control so they can sort out activities that might create conflict or a situation that is psychologically abusive. They fear some parents might use discussion to demean their teen or that sensitive issues will spark conflict. Some of the arguments for distributing the activities to the students and allowing them to decide whether to share them with their parents, are:

a. not all students have a family situation conducive to good communication,

b. not all students live with a parent,

c. students should have the right to decide whether they want to discuss these matters with their parents.

On the other hand, if parents are informed directly about the activities so they are in control of the decision to do the activity:

a. it will remove the element of surprise; parents can preview the activities and feel better prepared to deal with the sensitivity of the topics,

b. parents can eliminate those they feel are too sensitive or inappropriate,

c. parents can schedule time for the homework rather than be pressed into doing them at the last minute, which can make good communication difficult,

d. since young people sometimes avoid discussing sexuality, it gives parents a tool for opening communication.

The students are, of course, important to the success of the homework activities. Many students in senior high and a few in junior high will be resistant to doing the activities with their parents. (For some it will be a facade of being "cool".) In some cases they will merely need encouragement. It may help for the teacher to have the students think about why it is sometimes uncomfortable to talk about sex. Half the students could make a list of reasons it may be hard for parents to talk about sex with their teens while the other half could list reasons it is sometimes hard for teens to discuss sex with their parents. The lists could then be compared and discussed as an introduction to developing some guidelines for students doing the homework activities. The teacher's enthusiasm for the activities will, of course, have a strong effect on the students' attitudes. A teacher who really believes in the concept can build acceptance in the class.

Giving extra credit can be a great incentive to students to do the activities. If you give credit, we suggest:

a. be sure to offer alternatives to the family life activities. Some students won't be able to do the activities because their parents are unavailable,

b. alternative activities also offer the parents and students some choice about whether they <u>want</u> to do the activities,

c. to insure family privacy, do not have the activities returned to the classroom. Use some type of tear-off form that parents sign to indicate homework has been done,

d. give parents and students plenty of time before they are due.

There are several things teachers can do to encourage and enhance participation. The most important may be to avoid a tone that assumes parents are having communication problems with their teen. Many parents and teens discuss issues of sexuality freely and would be affronted by an assumption that they don't.

1. Letter to Parents

Parents, of course, need to be advised of the homework activities. Whether the activities are sent to them in a packet at the beginning of the unit, or whether they are sent individually as the unit progresses, a letter to parents carefully explaining the purpose of homework activities is very important. It should also assure them of the strict confidentiality of their discussions with their teen. The letter can explain that the activities will not be returned to class or reported on in class. A sample letter is on page 5. It can be adapted to any of the alternative ways of distributing the activities.

2. Extra credit and evaluation

If you offer students extra credit for doing the activities, provide a form that can be returned to class with a space to report the number of activities completed and a place for the signatures of parent and student. This insures privacy while allowing the teacher to give credit for work done. The parent/teen discussion of the activities is an end in itself and does not need to be graded or reported back to the class.

The same form can be used as a feedback form for parent evaluation of the activities. The information gathered can be used to weed out less effective activities and to collect support data for your family life program. A sample feedback form is on page 6.

3. Outline of activities

Because parents are busy people, they may find it difficult to fit the homework activities in their schedules. The teacher can help by sending the entire packet home at the beginning of the unit with a deadline for reporting back. If this is not possible or desirable, ample time should be given for completing each activity. A list of the activities with the dates that information is to be covered in class can alert the parents to the number and timing of the activities so they can schedule time for them. You may want to include a brief description of each activity so parents will have some idea of what to expect.

Many teachers find it productive to send home a short list of appropriate resource books that are available from the school or local library. Some parents will appreciate an opportunity to review their knowledge of reproductive health.

4. Guidelines for Parents

In addition to the letter, the teacher may want to send guidelines for doing the activities to the parents. A straight forward list of suggestions can be helpful and reassuring to even the most comfortable parent. The guidelines can include some directions for getting started, like, "read the activity ahead of time" and "set aside a special time." It can also include some comments about dealing with embarassment, personal values, etc. We believe "About These Activities", page 7, does this while avoiding the assumption that parents have difficulty talking with their teens. We have also included a "Family Privacy" activity that can help parents and teens establish family groundrules.

5. Getting started

All the activities are designed to have the parent read the directions with their teen. You will notice that at the bottom right hand corner of the page is a phrase that says, Introduction, Parent Worksheet, Teen Worksheet, Parent/Teen Worksheet. This will indicate whether the parent and teen work together on the same page or whether they work separately and then discuss their worksheets together. Introduction pages are to be read together before going on to the worksheets. You will also note that many activities do not have separate introduction pages. Instead, introductory information is included at the top of the worksheets. In this case, parents and teens should still go over the instructions together.

When copying the activities to send home, consider whether the pages need to be separate or whether to make them two sided (if you have that capability). For instance in the anatomy and physiology activities the answer keys would be best on the back of another page, but the list of terms should be separate from the diagram for ease of referral.

Sample Parent Letter

Dear Parents:

Our family life education course is based on the philosophy that parents are the primary sex educators of their children. We see the role of the schools as supporting and supplementing the parents' role by encouraging students to discuss what they hear in class with parents at home.

To reinforce this message, we are offering parents a way to be more involved in their child's family life class: homework activities. These activities address the topics covered in family life class and give the parents the opportunity to reinforce family moral, religious, ethical beliefs about these issues of human sexuality.

The packet of activities can be obtained by returning the bottom portion of this letter to the school office or to my classroom.

Use of the activities is entirely voluntary.

You may choose to do all the activities, some of the activities, or none of them.

Your son/daughter will receive extra credit for doing these activities. However, there are alternative assignments they may do to earn the same credit.

Receipt of the activities does not obligate you to use them.

The activities will not be discussed in class.

The purpose of the activities is to offer a means of parent involvement in the school's family life education classes.

We hope you will find these materials valuable and will appreciate any comments you may have about them.

Sincerely,

Yes, I would like to have a packet of the parent/child homework activities.

Please _____ *send a packet home with my child.*

_____ *mail a packet to my home.*

NAME _____

ADDRESS _____

_____

Sample Feedback Form

Your evaluation of the activities would be very helpful to us in deciding in the future whether to offer the homework and if so, which activities are the most helpful. Please respond to the following questions so we may be better able to judge the value of these homework activities.

1. Overall, how would you rank the value of doing these activities?

very worthwhile 1 2 3 4 5 not at all worthwhile

2. Which activities did you find the most worthwhile to you and your teen?

3. Which activities did you find the least worthwhile to you and your teen?

4. What activities, if any, did you feel were inappropriate or too difficult?

5. What suggestions do you have for improving the activities?

Extra Credit Form

We verify that we did _____ home work activities.
number

_____ _____
Parent's signature Student's signature

About the Activities

The intent of these homework activities is to encourage communication - talking and listening. The best communication happens when people (in this case you and your child) really want to hear each other's point of view.

BEFORE YOU START

Read the activities ahead of time so you're sure you understand the directions and purpose of each activity. You will notice a phrase at the bottom right hand corner of each page. This page will indicate to you whether it is a page for you and your teen to do together (Introduction or Parent/Teen Worksheet) or whether you each have separate worksheets. If the pages are marked Parent Worksheet and Teen Worksheet, read the Introduction and Directions together and then work individually on your own worksheet. When you have completed them, discuss what you have written.

Set aside a special time with your child for doing the activities. Fit it into your schedule at a time that avoids feeling rushed or interrupted.

KEEP IN MIND

Be confident of your own values and ethical beliefs. Remember that your child is constantly exposed to other value systems through friends, media, etc...and it gives your child a positive sense of security to know that you have definite values.

If you think your child may be too young to know about some topics, consider what he/she is already reading in the newspaper, seeing on TV, or hearing in the lyrics of popular songs. Even if your child seems too immature to understand the issues fully, he/she may very well have questions that need answering at an appropriate level. If you still feel your child is not ready for discussion of the topic, simply skip the activitiy.

If you feel embarrassed or ill-at-ease at any point in your discussion, by all means acknowledge your feelings to both yourself and your child. Most people are embarrassed when talking about sexuality - your child may be, too. Simply acknowledging this may clear the air and let your child know that it is alright to be embarrassed. If the activity is truly stressful to you, don't do it.

AND REMEMBER

These activities are optional and confidential. If for any reason an activity seems inappropriate, it's your decision whether or not to use it. Your child can do an alternative assignment for the extra credit.

We hope you find the activities an enriching experience for both you and your child. Please give us your comments.

Family Privacy

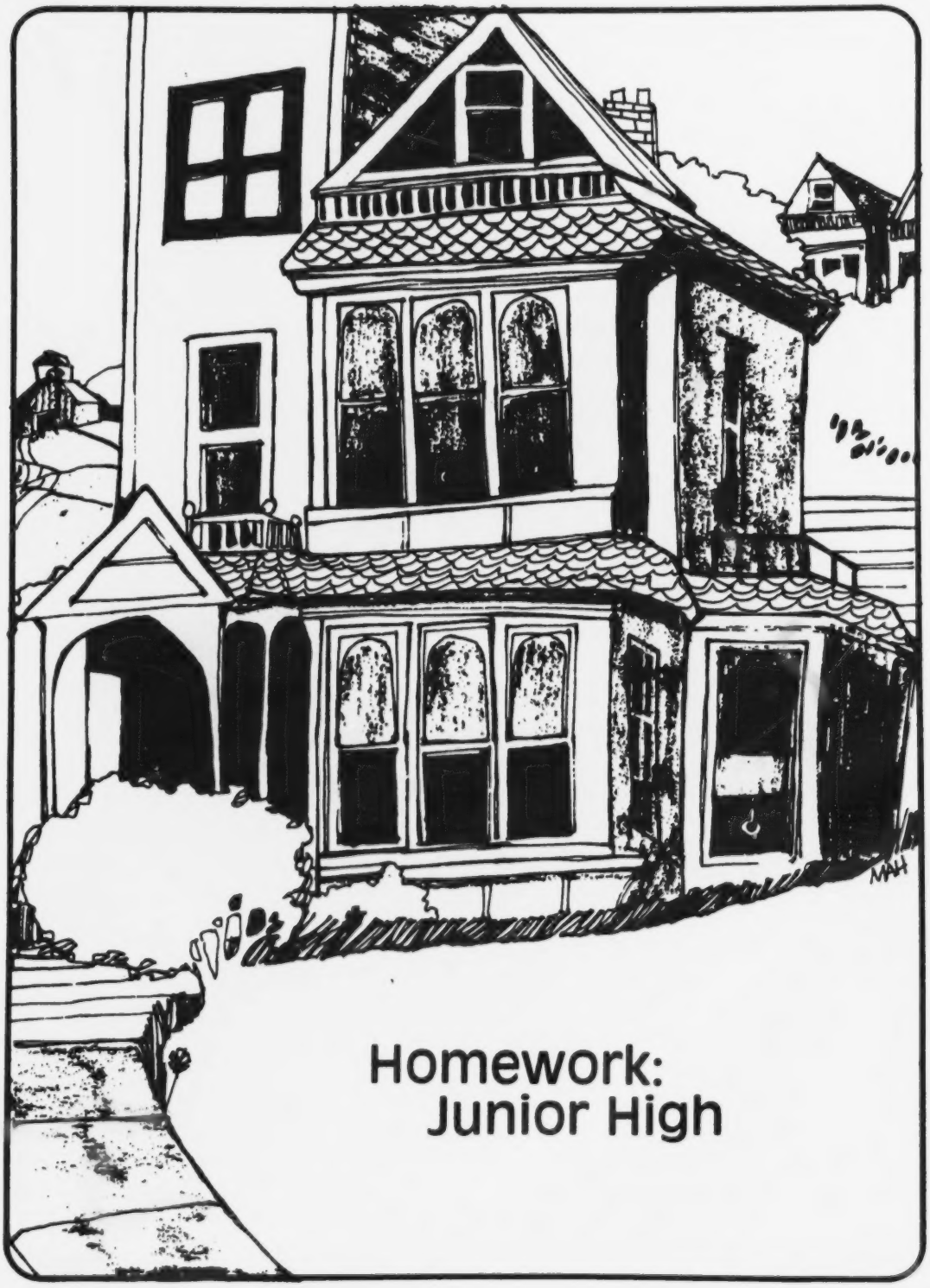
When beginning the family life education unit, the students and teacher develop a list of groundrules for class discussion. Two of those rules are "no talking about other people" and "no sharing of personal experiences". Another groundrule establishes the "right to pass", to not answer a personal question or share personal feelings or beliefs. The following activity reinforces those groundrules and gives parents an opportunity to establish guidelines for privacy about their family.

DIRECTIONS: On the next page is a list of items that vary from very personal to quite impersonal. Decide with your teen which of the people on the chart it would be appropriate to tell each item. As you do the activitiy, you can discuss people who would be a "trusted adult" or "class relative" with whom both feel comfortable.

Family Privacy

		ANYONE	CLASSMATES	CLOSE FRIEND	CLOSE RELATIVE	TRUSTED ADULT Pastor/Rabbi	FAMILY ONLY
1. How much money your parents make.	*Could you tell...*						
2. The color of your living room walls.	*Could you tell...*						
3. Whether you attend church/synagogue.	*Could you tell...*						
4. The make of your family car.	*Could you tell...*						
5. Who your parents are voting for in an election.	*Could you tell...*						
6. Your parent's conversation at breakfast.	*Could you tell...*						
7. How late your sister stayed out.	*Could you tell...*						
8. That your uncle wrecked the family car.	*Could you tell...*						
9. Your dog is pregnant.	*Could you tell...*						
10. Your mother is pregnant.	*Could you tell...*						
11. Your sister won a college scholarship.	*Could you tell...*						
12. Your family got a new refrigerator.	*Could you tell...*						
13. What your family did this weekend.	*Could you tell...*						

1. When you have finished, think of other topics unique to your family and how you feel about sharing them.
2. Discuss with your teen some general rules for deciding what is appropriate to share at school.



Homework: Junior High

How Well Do You Know Your Teen?

As parents, we sometimes are so busy taking care of our children's physical needs that we lose track of some of the details of their lives. This activity will help to make you aware of how much--or how little--you know about your son or daughter.

DIRECTIONS: With pen in hand, see how many of the following questions you can answer. Don't be surprised if you get stumped along the way. Ask your son or daughter to fill out the worksheet, "How Well Do You Know Your Parents?" at the same time. When you're both finished, exchange and correct one another's worksheets.

1. What is your daughter's/son's favorite game or sport?
2. What is your daughter's/son's height (within one inch)?
3. Who is your daughter's/son's closest friend?
4. If your daughter/son could do anything they chose for a day, what would it be?
5. What is your daughter's/son's favorite color?
6. What was the last movie your daughter/son saw?
7. What is your daughter's/son's favorite thing to do after school?
8. Which is your daughter's/son's favorite dinner: steak and salad, tofu burger and fries, or chicken and corn?
9. Would your daughter/son rather ride a bike, ride a horse or ride in a car?
10. Who is your daughter's/son's favorite singer or musical group?
11. If your daughter/son had a choice to buy a pet, what would it be?
12. Which would your daughter/son rather do: wash dishes, mow the lawn, clean their room or vacuum the house?
13. Do your daughter's/son's friends call her/him by nickname? If so, what is it?
14. In the evening, would your daughter/son rather play a game with the family, go to visit a relative, or read in her/his room?
15. What was the last problem your daughter/son came to you for help with?
16. What gift would your daughter/son most like to receive?
17. What does your daughter/son do that they are proud of?

SUMMARY:

If you get more than 15 right, congratulations...you really know your daughter/son! From 11-15? Not bad, but try to pay a little more attention. Fewer than 11? Better spend a little time catching up on what's new with them. NOTE: In the future, you might enjoy making up another "How Well Do You Know Your Parents?" test for your child to take, and ask them to make up another "How Well Do You Know Your Son/Daughter?" test for you to take.

Parent Worksheet

How Well Do You Know Your Parents?

You may live with your parents, spend hours a day with them, and talk with them a lot. Still, there's much you don't know about them. This activity will help to make you aware of how much--or how little--you know your folks.

DIRECTIONS: Grab a pen and try to answer these questions with your folks. At the same time, your dad or mom will answer the questions in "How Well Do You Know Your Son/Daughter?" When you're both finished, exchange and correct one another's worksheets.

1. How did your parents meet?
2. What color are your father's eyes?
3. If your mother went on a trip to a foreign city, would she head first to a historic site or museum, the shopping streets, or a cafe?
4. For a vacation, would your father prefer a luxury resort, a rustic mountain cabin, or resting at home?
5. What presidential candidate did your mom vote for in 1980?
6. Does your mother believe in love at first sight?
7. For a pleasant evening, would your dad rather watch TV with the family, sit alone and read, or go to dinner with your mom and another couple?
8. Does your dad gas up the car as soon as the tank is half empty or when the fuel is nearly gone?
9. Does your dad usually carry a photo of your mom in his wallet?
10. How old was your mom on her first date?
11. If your mom turned on the TV and found these choices, which would she pick: a football game, soap opera, old movie--or turn off the set?
12. Which of these can't your mother do: touch her toes, do a headstand, rewire a lamp, replace the spark plugs, sew a shirt?
13. Which of these can't your father do: touch his toes, do a headstand, rewire a lamp, replace the spark plugs, sew a shirt?
14. What was your dad's first full-time job?
15. Who are your parents' closest friends?
16. What gift would your dad most like to receive?
17. If your folks could have you do anything for 3 hours, what would it be?

SUMMARY:

If you get more than 15 right, congratulations...you really know your folks! From 11-15? Not bad, but try to pay a little more attention. Fewer than 11? You need a crash course called "Mom and Dad 101."

REMEMBER: Knowing or wanting to find out about someone shows that you truly care. What's more, it can be fun!

NOTE: In the future, you might enjoy making up another "How Well Do You Know Your Son/Daughter?" test for your parent to take, and ask them to make up a "How Well Do You Know Your Parent?" test for you to take.

Teen Worksheet

When You Were My Age. . . . .

A lot of things have changed since your parents were your age--and even greater changes have happened since your grandparents' day. One of the things that remains the same is the physical changes we go through as we become adults. This activity should help you learn more about puberty and what it was like for other people.

DIRECTIONS: Use the list of questions below to interview a parent and, if possible, a grandparent to discover what puberty was like for them. Don't bother writing down their answers and don't be in a hurry to get to the next question. Take time to talk about the answers and to ask your own questions too. You might want to bring up your feelings and concerns.

(In this activity the son/daughter uses this worksheet to interview their parents. There is no worksheet for parents.)

1. Who did you talk to when you had questions about growing up? Did you have questions you were too embarrassed to ask?

2. What were you concerned about when you were my age?

3. How did you feel about boys/girls when you were my age? Did you have a boyfriend/girlfriend? Were you allowed to go out on dates?

4. What was expected of you because you were male/female? Were there things you weren't supposed to do because you were male/female?

5. What did you look like? Did you like the way you looked?

Teen Worksheet

Better Communication — Word Choice

Thoughtful choice of words can make a big difference when you want to communicate with another person. In this exercise you will look at words you now use and find better ways to communicate.

DIRECTIONS: This activity is designed for parent and son or daughter to do together. Read the paragraph below and follow steps A and B.

Nearly everyone talks--and some people talk a lot. It's so simple that even babies do it. However, communication (getting across our ideas, beliefs and feelings to another person) is not always a simple task. Many things can get in the way of effective communication. One barrier may be choosing words that make the other person feel so hurt, angry or rejected that they won't hear what we are really trying to say. When this happens, we may get a very undesirable response!

A. The sentences below are examples of poor word choice. Take turns reading these sentences and discussing your reactions to them.

PARENT	SON/DAUGHTER
That's ridiculous!	That's old-fashioned, no one believes that any more.
You probably won't do what I say, but...	I know this will make you mad, but...
I can't trust you.	You just don't trust me.
You never...(pick up your clothes, put your bike away, etc.)	You never let me do anything.
Don't be such a baby!	Everyone else is doing it.

Better Communication — Word Choice

B. List a statement your son or daughter uses that gets a negative reaction from you. Discuss this statement and then reword it to make the statement more effective communication.

"My son/daughter says...

_____

_____

_____

_____

_____

_____

"I'd rather hear my son/daughter say...

_____

_____

_____

_____

_____

_____

Parent Worksheet

B. List a statement your parent uses that gets a negative reaction from you. Discuss this statement and then reword it to make the statement more effective communication.

"My parent says...

_____

_____

_____

_____

_____

_____

"I'd rather hear my parent say...

_____

_____

_____

_____

_____

_____

Better Communication — "I" Statements

One of the common barriers to good communication can be the use of statements that seem to accuse or condemn. This activity will help to make you aware of these condemning "You" statements and will show you a way to change them.

DIRECTIONS: Read this page together; then, complete your worksheets individually, but help each other if you get stuck. When you are both finished, discuss the summary statement.

The following statements, and any similar ones, are almost guaranteed to be met by an angry or defensive response. They are communication stoppers. They are "You" statements. Used when expressing negative feelings, "You" statements express blaming, preaching, name-calling, demands, and put-downs. The receiver of "You" statements is rarely open to continuing this sort of communication with good feelings.

You are the messiest person I've ever seen.
You are a selfish, spoiled brat.
You never get anywhere on time!
You whine like a little baby.
Can't you ever put your things away when you're finished with them?

Open dialogue is halted because the listener is bound to defend or deny the charges. The listener may also withdraw in fear or lash out in anger. In short, "You" statements aren't very likely to be "heard" as an effective means of expressing displeasure with another person's behavior. "I" statements do the job much better!

I can't work in the kitchen when it's a mess.
I feel hurt and angry when you don't show appreciation for the things I've done for you.
I get worried when you don't show up on time.
I don't like it when you use that tone of voice.
I sure get discouraged when you don't put your things away.

"I" statements are specific about undesirable or offensive behavior whereas "You" statements are often vague, generalized or unspecific.

"Why don't you ever pick up your clothes?" is much more likely to get an angry or defensive response than, "I get really uptight when you leave your clothes lying around. Would you please pick them up?" In the latter statement, the listener hears that the speaker is feeling upset, is having a problem with the listener's behavior and is requesting help with that problem. The listener may then be more willing to alter their behavior out of respect or caring, or just a willingness to cooperate.

SUMMARY:

By using "I" statements the speaker takes responsibility for his/her feelings and creates a better atmosphere for open, honest dialogue. "You" statements create an atmosphere for hostile, angry and defensive exchanges. "I" statements help build cooperation, openness and respect in a relationship.

Better Communication — "I" Statements

Read the following situations and change the "You" statements to "I" statements by filling in the blanks following each situation. Use the example below as a guide.

EXAMPLE:

1. *(State the feeling or problem.)*
   I feel really uptight...
2. *(Describe the behavior.)*
   ...when you leave your clothes lying around.
3. *(Explain what you want.)*
   I want you to pick them up, please.

1. Your child has just finished taking a shower and the bathroom is a mess--there are wet towels and dirty clothes on the floor, and a lot of water on the floor too. This has happened several times recently. You feel like saying, "You're so sloppy! You always leave the bathroom a mess!"

   Instead, you say:

   I feel _____

   when _____

   I want _____

2. Your child is ready for school, but in clothes you feel are entirely unsuitable. You feel like saying, "You look like a tramp! Go put on something decent!"

   Instead, you say:

   I feel _____

   when _____

   I want _____

3. Your daughter or son comes home an hour late from a Saturday night movie with friends. You've been very worried. You feel like saying, "You are so thoughtless! You don't care that we sit here worried sick about you. You can't go out of this house for six months!"

   Instead, you say:

   I feel _____

   when _____

   I want _____

Parent Worksheet

Better Communication — "I" Statements

Read the following situations and change the "You" statements to "I" statements by filling in the blanks following each situation. Use the example below to guide you.

EXAMPLE:

1. *(State the feeling or problem.)*
   I feel really upset...
2. *(Describe the behavior.)*
   ...when you use my bike without asking.
3. *(Explain what you want.)*
   I want you to ask me first when you want to borrow it.

1. Your big sister/brother wants to wear your new sweater. Last week they wore your new tee-shirt and returned it with a stain on the front. You want to say, "No way, you're such a slob! You always ruin my clothes."

   Instead, you say:

   I feel_____

   when_____

   I want_____

2. One of your friends likes to put you down in front of other friends. When it happens again during lunch, you feel like saying, "Hey, zit face, why don't you go look in a mirror and scare yourself."

   Instead, you say: (not necessarily at that time)

   I feel_____

   when_____

   I want_____

3. There's a dance after the Friday night basketball game. Your parents insist you come straight after the game. They say you're too young to be out so late and too young to go to dances. They've also heard that there are a lot of things going on at the dances that you shouldn't get involved in. You feel like shouting, "You never let me do anything! You treat me like a baby! And you're too old-fashioned to know what's going on."

   Instead, you say:

   I feel_____

   when_____

   I want_____

Teen Worksheet

Messages About Sex

This activity offers you an opportunity to be sure the messages you give your son or daughter are the messages you intend to give.

DIRECTIONS: Ask your son/daughter to fill out their worksheet while you do yours. Write three messages about sex you think you've given them. These messages may have been stated verbally or given by example through the way you live your life and express your sexuality. After you have both written three messages on your worksheets, get together and follow the steps in the summary.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

SUMMARY:

With your son or daughter, read the messages you have written. Learn whether the messages have been clearly and completely understood by them. If not, explain further.

Parent Worksheet

Messages About Sex

This activity offers you an opportunity to be sure the messages you receive from your parent/s about sex are the messages they intend to give.

DIRECTIONS: Do this worksheet while your parent does theirs. Write three messages your parent/s has given you about sex. The messages may be actual statements your parent/s has made, i.e., "Sex is a very private act." They may be messages about sex that you haven't actually heard your parent/s say, but think they believe. You may have received the messages from observing your parent's life and relationships.

After you and your parent have both written three messages on your worksheets, get together and follow the steps in the summary.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

SUMMARY:

With your parent, read the messages you have written. Learn whether the messages are ones that your parent/s intended to give. If so, find out if they have been clearly and completely understood by you. If they are not messages your parent/s intended to give, discuss why you had perceived them in this way, and find out how the misunderstood message differs from your parent's actual belief.

Teen Worksheet

Male/Female Sex Roles

There is much discussion in our society about the changing sex roles of males and females. Sex roles are definitions or standards of how males and females should act; people have differing viewpoints about whether these sex roles are useful or harmful. This activity will offer you an opportunity to discuss your family's beliefs and standards about behavior as it relates to being male or female.

DIRECTIONS: After reading the above introduction together, take turns reading the following case studies. Then, use your worksheets to write your individual responses to them. When you have both completed your worksheets, get together and use the summary questions to guide a discussion of your reasons for responding as you did.

Terry is a 13-year old:

1. Terry's dog, Maxie, has just been hit by a car and is dying. Maxie has been Terry's dog for three years and they spent a lot of time together. Terry is heartbroken and feels like crying.

2. Terry has always enjoyed playing sports--basketball, swimming, soccer, tennis. Now, in junior high, there's an opportunity to go out for the soccer team. On the other hand, being a cheerleader seems fun, but a student can't do both because practice schedules conflict.

3. Terry has scheduled all classes for the semester except one elective. Both modern dance and woodshop are appealing.

4. It's Saturday morning and work needs to be done around home. There are two tasks left: repair a hole the dogs made in the fence, or change all the beds.

5. Terry, who is vice president of the student council, is in a tight situation. Joe, who is president, has made a mess of organizing the spring fair and everyone seems confused and angry. Terry knows what needs to be done to get the fair organized and to get people working on it.

SUMMARY:

1. Did you have different responses to the case studies based on whether Terry was male or female?

2. *For parent:* Were your responses consistent with the way you want your son/daughter to see their sex roles?

   For son/daughter: Did your responses agree with your parent's responses?

3. Are sex roles helpful? Limiting? Discuss.

Male/Female Sex Roles

For each case study, if Terry were my...

1. son, I would want him to _____

   _____

   daughter, I would want her to _____

   _____

2. son, I would want him to _____

   _____

   daughter, I would want her to _____

   _____

3. son, I would want him to _____

   _____

   daughter, I would want her to _____

   _____

4. son, I would want him to _____

   _____

   daughter, I would want her to _____

   _____

5. son, I would want him to _____

   _____

   daughter, I would want her to _____

   _____

Parent Worksheet

Male/Female Sex Roles

For each case study, put yourself in Terry's place:

1. If I were a boy, I would _____

_____

If I were a girl, I would _____

_____

2. If I were a boy, I would _____

_____

If I were a girl, I would _____

_____

3. If I were a boy, I would _____

_____

If I were a girl, I would _____

_____

4. If I were a boy, I would _____

_____

If I were a girl, I would _____

_____

5. If I were a boy, I would _____

_____

If I were a girl, I would _____

_____

Teen Worksheet

Dilemmas

Sometimes decisions are difficult to make because there are conflicting values involved, i.e., being a loyal friend or being honest, being in agreement with the crowd or living up to personal values. This activity serves as practice in weighing your conflicting values as an essential step in decision-making.

DIRECTIONS: Read this page together, then fill out the individual worksheets separately. When you've both completed the worksheets, discuss your answers, using the four summary questions to guide you.

1. Tony, who is 13, is at his friend Darrell's house with some friends. Darrell's parents aren't at home. Joe sees some vodka in the kitchen and starts passing it around. The others join in and the bottle is passed to Tony. He doesn't believe he should drink it, but knows the other guys will call him "chicken" if he doesn't. He considers pretending to drink so no one will know, but that doesn't seem honest.

2. Several houses in Andrea's neighborhood have been broken into. Andrea believes her best friend's brother is involved. She hears her dad say he thinks it's a boy next door and is going to notify the police. She doesn't want someone innocent to get into trouble, and yet Andrea's friend would be hurt if her brother was arrested.

3. Jim's dad keeps telling him it is wrong to steal, yet Jim notices that his dad often brings home pens, pencils and paper from the office where he works. Jim thinks this is stealing.

4. Josh's friend has invited him to go to a major league game on the same day his family is celebrating his grandmother's 83rd birthday. The game is sure to be great and his three best friends will be there. He loves his grandmother and doesn't want to hurt her.

5. Bill, Tom and Doug are angry with their friend Rich. They've been talking about the rotten things Rich has done. Bill notices that the stories are getting exaggerated, then Doug tells something that makes Rich look really bad; Bill knows it's not true yet he's angry with Rich and feels he deserves to be put down. Still, Bill knows they're getting dishonest.

SUMMARY:

1. Were your responses similar?

2. What were the conflicting values in each?

3. If you faced these situations, would you have difficulty deciding what to do? Could you do what you thought should be done?

4. What personal qualities make it easy or difficult to live up to decisions?

Dilemmas

Respond to each of the situations from the introductory sheet by answering the questions below.

1. What should Tony do?_____

   _____

   Why?_____

   _____

2. What should Andrea do?_____

   _____

   Why?_____

   _____

3. Do you agree with Jim?_____

   Why?_____

   _____

   What should Jim do?_____

   _____

4. What should Josh do?_____

   _____

   Why?_____

   _____

5. What should Bill do?_____

   _____

   Why?_____

   _____

Parent Worksheet

Dilemmas

Respond to each of the situations from the introductory sheet by anwering the questions below.

1. What should Tony do?_____

   Why?_____

2. What should Andrea do?_____

   Why?_____

3. Do you agree with Jim?_____

   Why?_____

   What should Jim do?_____

4. What should Josh do?_____

   Why?_____

5. What should Bill do?_____

   Why?_____

Teen Worksheet

Saying "No"

Many times when our values conflict with things other people want us to do, we are in a strained position. It's important for us to say "no," but we want to do so in a way that won't be rude or lose the friendship of someone we care about.

DIRECTIONS: This activity is designed for parent and daughter or son to do together. Read the following case studies and take turns acting as the person on each side of the situation as it is presented. The person asking should not give up easily, but should be persistent. The person saying "no" should practice being very firm.

CASE STUDIES

1. Your friends are all walking over to the shopping center after school. They want you to come along, but your mother told you to come straight home after school. Your friends keep coaxing, even after you tell them you can't.

   Practice saying "no."

2. Your best friend, who sits behind you in class, hasn't studied for the math test and wants to copy your paper. You've been taught that it's wrong to cheat, but your friend is begging and pleading with you.

   Practice saying "no."

3. One of your friends has brought a bottle of alcohol to a school picnic. They want you to drink some but you think it's a bad idea. They start teasing you and calling you chicken.

   Practice saying "no."

4. Mrs. Smith wants you to babysit for her children on Saturday night, but you've been planning to go to a friend's house. You tell her that you have other plans, but she still tries to talk you into it.

   Practice saying "no."

Anatomy Review

Most people take their bodies pretty much for granted. We forget the proper terms for parts of our bodies because we don't often need to use the terms. Still, they're important to know since it can be confusing or embarrassing to try to talk to a doctor or family member about our bodies if we don't know the vocabulary. This activity will review terms and functions of the reproductive system. Some parts of the elimination system are included too.

DIRECTIONS: This activity is designed for parent and son/daughter to do together. Listed and described below are 16 terms that refer to parts of the male and female anatomy. Use the terms to label the anatomy diagrams on the following pages. After you've finished, check your answers against the answer key on the next page.

Fallopian Tubes - ovum travel through these tubes

Vas Deferens - tube sperm travels through

Seminal Vesicle - gland which produces most of the semen

Cervix - opening to uterus

Testicles - male sex gland that produces male sex cell and hormones

Rectum - passage for feces to pass from body

Penis - male organ which becomes erect during sexual arousal

Uterus - place where baby grows and matures during pregnancy

Urethra - tube that carries urine from bladder to outside of body

Scrotum - sac of skin that holds testes

Bladder - organ that stores urine in males and females

Vagina - called birth canal, where intercourse takes place

Ovaries - contain immature ova (eggs)

Prostate - urethra and vas deferens merge within this gland; has muscle which restricts flow of urine during ejaculation of semen

Anus - muscular opening to the rectum

Labia - hair-covered folds of skin that protect external female genitals

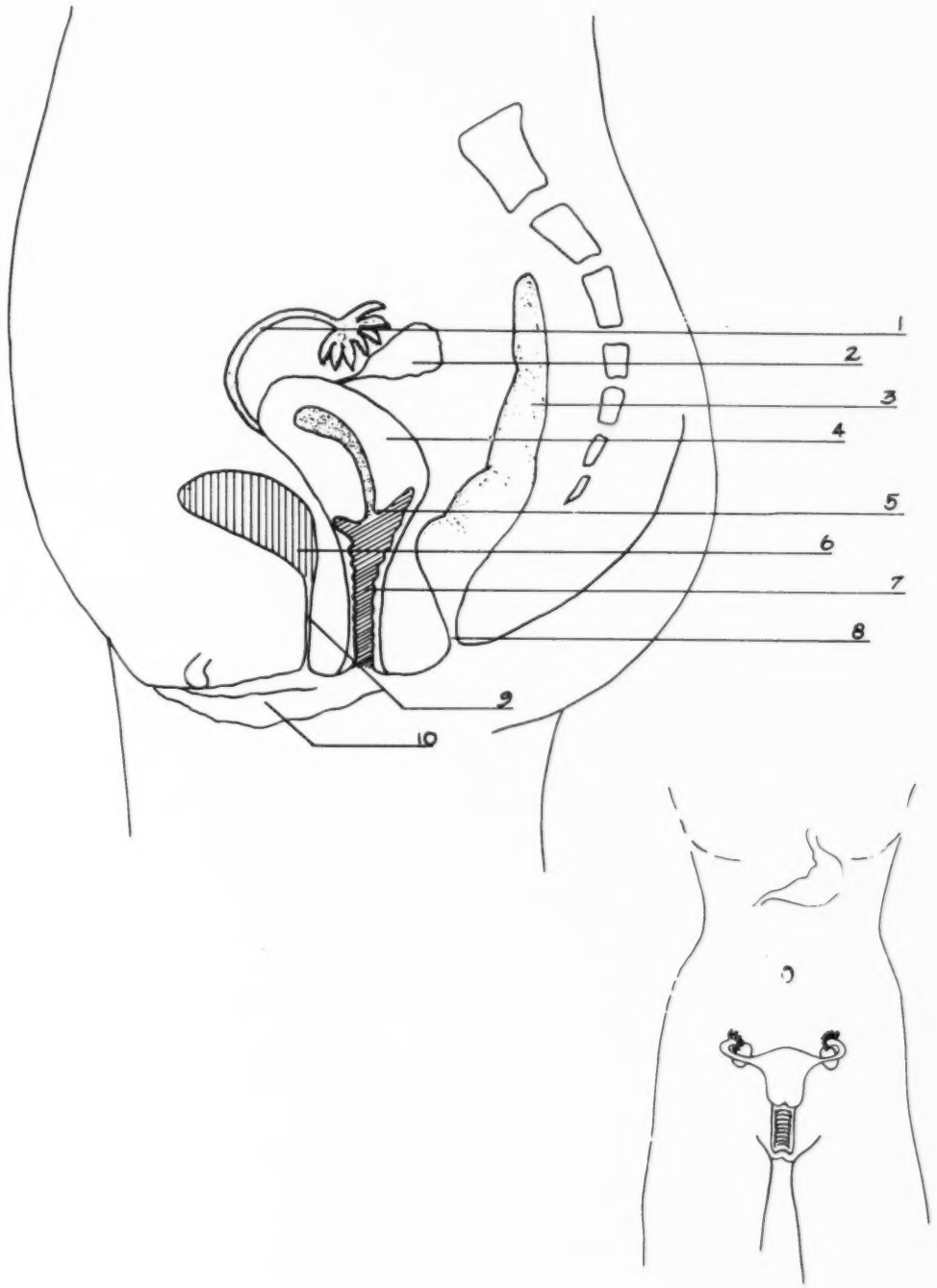
ANSWERS TO ANATOMY CHARTS

Male

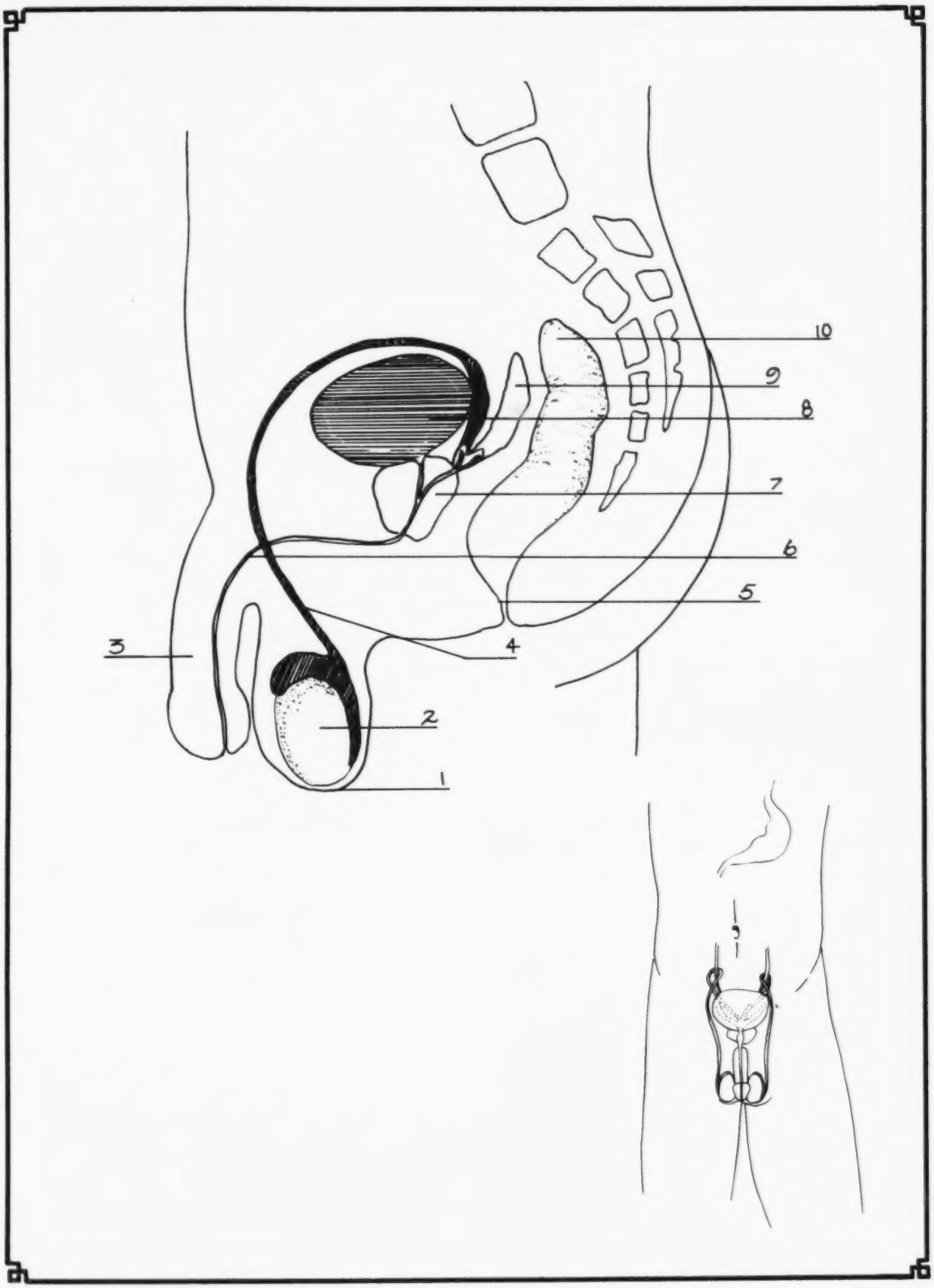
1. Scrotum
2. Testicles (Testes)
3. Penis
4. Vas Deferens
5. Anus
6. Urethra
7. Prostate
8. Bladder
9. Seminal Vesicle
10. Rectum

Female

1. Fallopian Tubes
2. Ovaries
3. Rectum
4. Uterus
5. Cervix
6. Bladder
7. Vagina
8. Anus
9. Urethra
10. Labia



Female Reproductive Anatomy



Male Reproductive Anatomy

Musical Messages

NOTE: It may be helpful to read this entire page before sitting down with your son or daughter. There is no daughter/son worksheet for this activity.

Most young people spend a lot of time listening to popular music. If you haven't listened carefully to the lyrics of recent popular songs, you may be surprised by what you hear. They can be an influence on the development of your adolescent's beliefs and attitudes about the world around them. In this exercies you will have an opportunity to discuss ideas put across in music and how they compare to your beliefs and values.

DIRECTIONS: Take some time with your son/daughter to listen to their favorite records, tapes or radio station. As you do, discuss what you're hearing. Ask questions, hear their opinion, their understanding of the lyrics. Have a dialogue--not a lecture, a discussion--not a debate. If you find it hard to get started, you may want to use the following questions.

1. What do you think they mean by the line (phrase) in the song that goes "_____"?

2. When she/he sings "I love you," what is it about the other person that they love? What do you want in a boy/girl friend? Is it the same or different?

3. What do you think about how this song describes the feeling of being in love? Is that what you think love is really about?

4 How does this song depict the ideal woman/man to you?

5. What does this song say about how men/women should act?

SUMMARY:

You won't get to discuss everything that is important to you this first time, but (if the discussion has been a real dialogue) you may want to do it again later. Movies, magazines, television and newspapers may also be examined and considered in this way.

Parent Worksheet

Where Do You Stand?

This activity offers an opportunity for clarifying and discussing personal beliefs about some issues of sexuality that many people face when they start dating. These questions address teen sexual activity, pregnancy alternatives, birth control and sexually-transmitted diseases. It can be very helpful to discuss these issues with your son or daughter before they begin dating.

DIRECTIONS: Ask your son or daughter to fill out their worksheet while you fill out yours. Read the statements and mark the point on the continuum after each that most nearly reflects your response to the statement. When you are both finished, get together to compare and discuss your responses, observing the points in the summary.

1. Premarital sex is wrong.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

2. It is unwise for unmarried teens to have sexual intercourse.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

3. If young people are going to have sex, they should be encouraged to use birth control.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

4. A person who gets a sexually-transmitted disease deserves it.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

5. Teenagers are not able to be good parents.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

6. Couples should not interfere with nature's plan by using birth control.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

7. Adoption is the best choice when an unmarried teen gets pregnant.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

Parent Worksheet

WHERE DO YOU STAND?, page two

8. Parents should always be notified of a minor's decision to have an abortion.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

9. Sexually active young people should be able to get birth control without parental permission at the following age:

any age	13	14	15	16	17	18	21	age of marriage

10. A woman should have the right to a safe and legal abortion only if her life is endangered by the pregnancy.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

11. The point where life begins is at:

conception	1 week	4 months	7 months	birth

12. A teen couple who have unrestricted time alone together are more likely to become sexually active than a couple whose parents restrict the amount of time they can spend together, and where.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

13. Once a teen couple has had intercourse, they can still change their minds and practice abstinence instead.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

SUMMARY:

As you compare and discuss your worksheets, remember that the purpose of the discussion is to hear and understand each other's viewpoints. As young people mature, they begin to form opinions that sometimes vary from their parents' opinions; discuss how you feel about that too.

Where Do You Stand?

This activity offers an opportunity for clarifying and discussing personal beliefs about some issues of sexuality that many people face when they start dating. These questions address teen sexual activity, pregnancy alternatives, birth control and sexually-transmitted diseases. It can be very helpful to discuss these issues with your parent before you begin dating.

DIRECTIONS: While your parent fills out their worksheet, you are to fill out this one. Read the statements and mark the point on the continuum after each that most nearly reflects your response to the statement. When you are both finished, get together to compare and discuss your responses, observing the points in the summary.

1. Premarital sex is wrong.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

2. It is unwise for unmarried teens to have sexual intercourse.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

3. If young people are going to have sex, they should be encouraged to use birth control.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

4. A person who gets a sexually-transmitted disease deserves it.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

5. Teenagers are not able to be good parents.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

6. Couples should not interfere with nature's plan by using birth control.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

7. Adoption is the best choice when an unmarried teen gets pregnant.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

Teen Worksheet

WHERE DO YOU STAND?, page two

8. Parents should always be notified of a minor's decision to have an abortion.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

9. Sexually active young people should be able to get birth control without parental permission at the following age:

any age	13	14	15	16	17	18	21	age of marriage

10. A woman should have the right to a safe and legal abortion only if her life is endangered by the pregnancy.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

11. The point where life begins is at:

conception	1 week	4 months	7 months	birth

12. A teen couple who have unrestricted time alone together are more likely to become sexually active than a couple whose parents restrict the amount of time they can spend together, and where.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

13. Once a teen couple has had intercourse, they can still change their minds and practice abstinence instead.

strongly disagree	somewhat disagree	not sure	somewhat agree	strongly agree

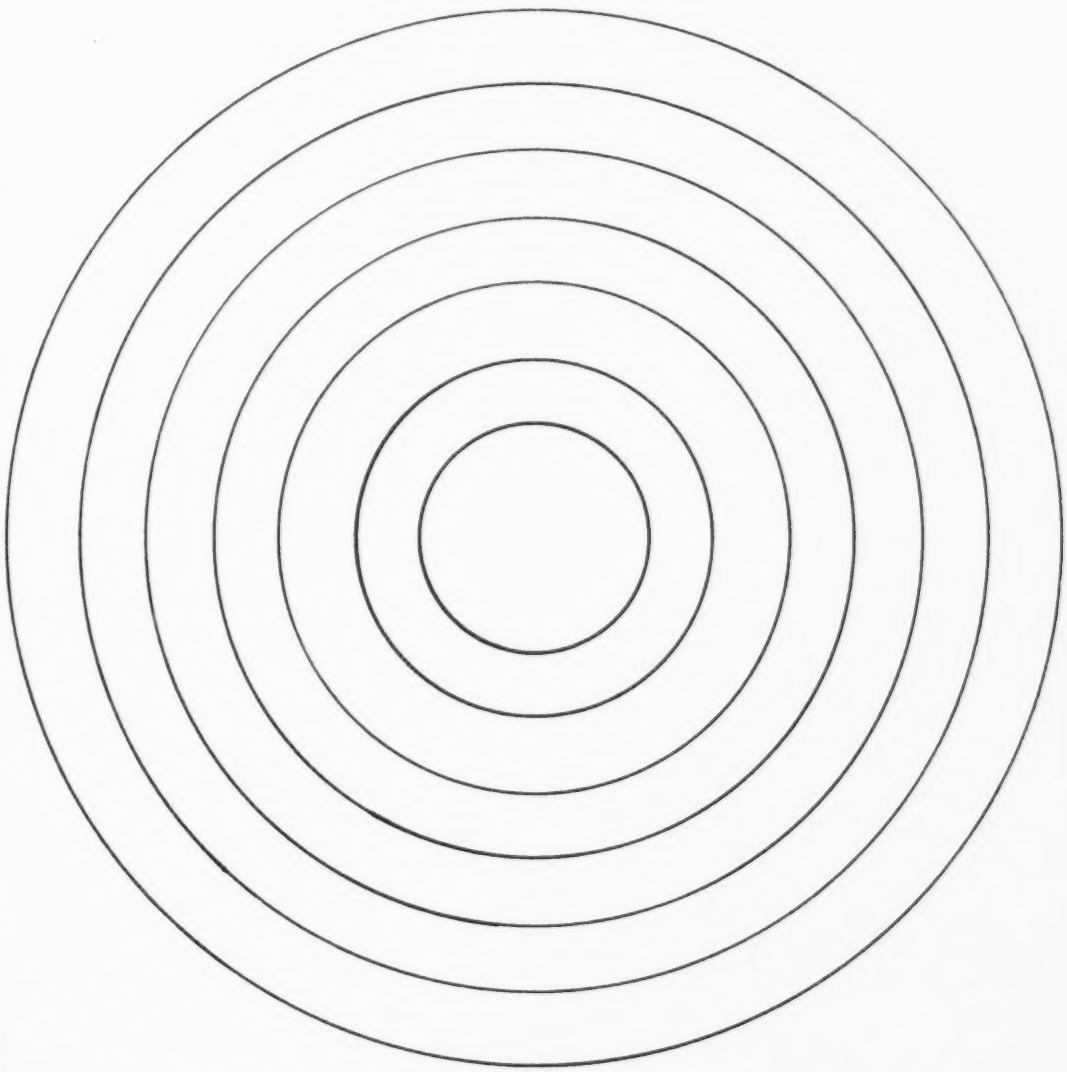
SUMMARY:

As you compare and discuss your worksheets, remember that the purpose of the discussion is to hear and understand each other's viewpoints. As young people mature, they sometimes form opinions that differ from their parents' opinions; discuss how you feel about that too.

Circle of Love

This exercise is a nice way to tell your son/daughter what you especially like about them.

DIRECTIONS: Ask your son/daughter to fill out their worksheet while you do this one. Write your son/daughter's name in the center circle. Using pencil (so you can change order of items if you wish), list in order from center (most important) to outside (less important) their traits that result in their being special to you. After each of you have completed your worksheets, share them with one another. ENJOY!

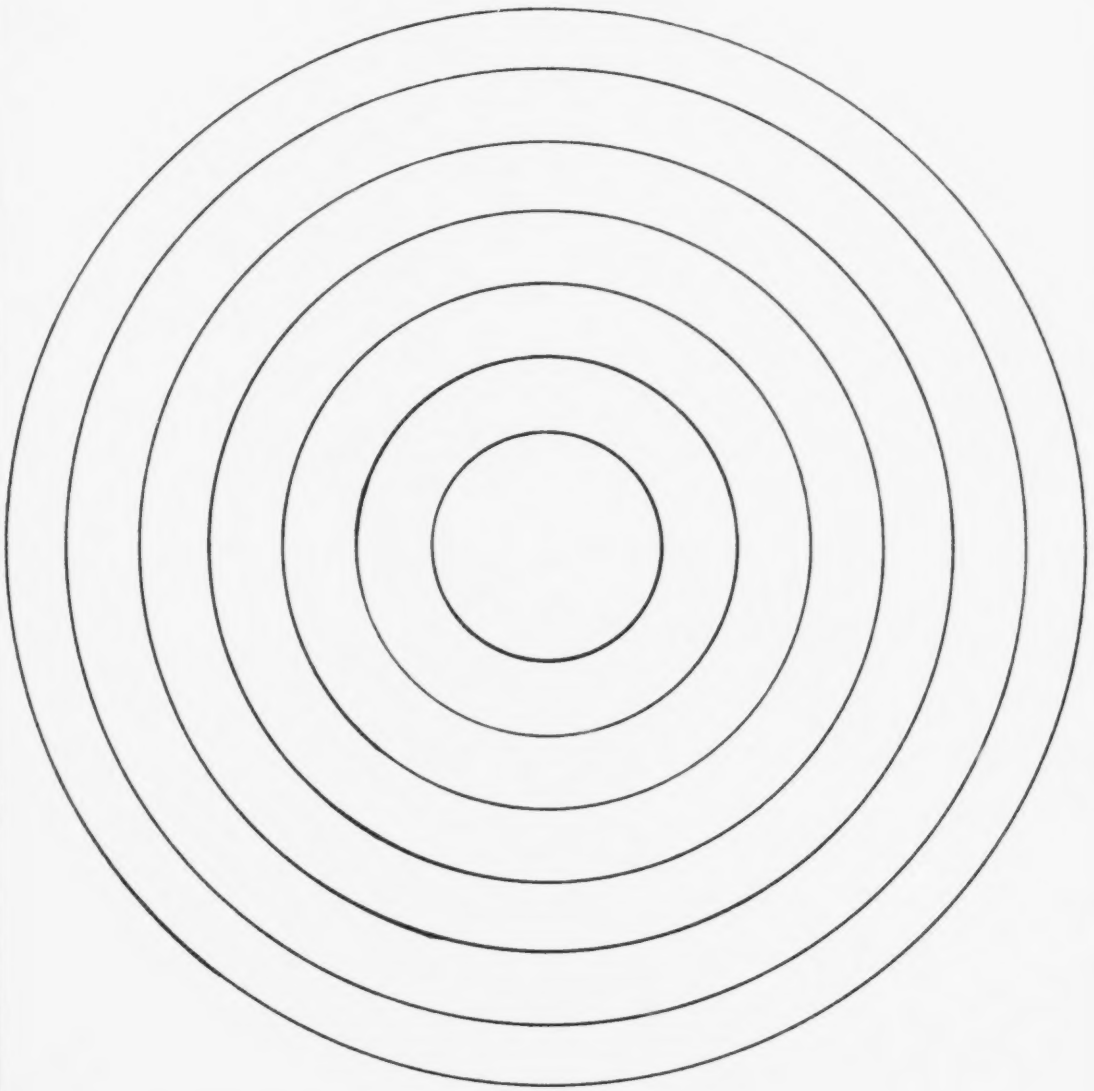


Parent Worksheet

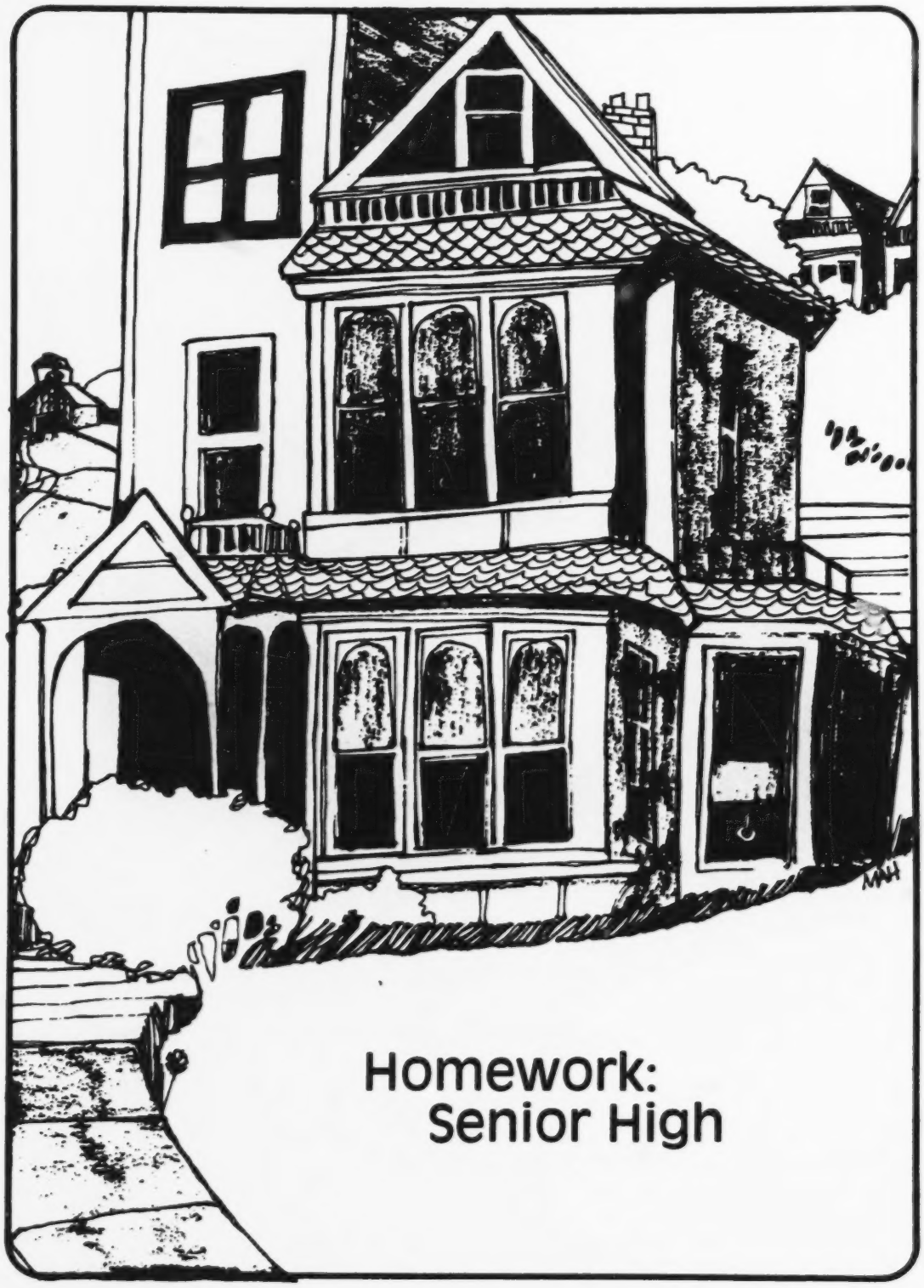
Circle of Love

This exercise is a nice way to tell your parent what you especially like about them.

DIRECTIONS: While your parent fills out their worksheet, do this one on your own. Write your parent's name in the center circle. Using pencil (so you can change order of items if you wish), list in order from center (most important) to outside (less important) their traits that result in their being special to you. After each of you have completed your worksheets, share them with one another. ENJOY!



Teen Worksheet



Homework: Senior High

Different Views

By seeing the other's point of view, you broaden your outlook. — You don't lose your original perception, you gain another. This activity will help both parent and teen to further their understanding of the other's viewpoint.

DIRECTIONS: Do this activity together, carefully following the directions for each step before going on.

1. Look at the picture below; what do you see?

   Do you both see the same thing?

   Do you see the picture differently?

If you see different things in the picture, help each other until you can see the picture from each other's point of view.

Then, turn the page...

Parent/Teen Worksheet

DIFFERENT VIEWS, page two

2. Discuss these questions:
   Do you see the old lady? The young lady? Is it difficult to see both? Did you need help to see the other?

   As stated at the beginning of this activity: by seeing the other's point of view, you broaden your outlook; you don't lose your original perception, you gain another.

3. Now, try to see the other's point of view by identifying and discussing areas of disagreement.
   a. First, list behaviors or values that are areas of disagreement between you as parent and teen, i.e., a clean room, weekend curfew hours, dating, smoking, drinking, etc.

      _____

      _____

      _____

   b. Now, choose one area of disagreement and take turns explaining your point of view. Then, see if you can satisfactorily explain the other's point of view. No arguing! Use your communication skills. Remember: listening is the greater part of communication!

      Can you listen to each other and really hear the other's point of view?

Parent/Teen Worksheet

Appreciating People

This activity offers an opportunity to discuss information about ourselves and our values that are rarely discussed in day-to-day living. Sharing this information within families can sometimes be a source of joy and better understanding.

DIRECTIONS: Have your teen finish the sentences on their worksheet while you do yours. When you are both finished, share your sentences and discuss the questions in the summary.

1. The most valuable person I have ever met is _____

_____

2. Personal characteristics I value in others are _____

_____

3. Some personal characteristics I would like to acquire are _____

_____

4. Something which means a lot to me, but other people don't think is valuable, is _____

_____

5. I am happiest when _____

_____

6. For my good friends, I will _____

_____

7. What I want most from a friendship is _____

_____

SUMMARY:

What I want most from our relationship is:

Parent Worksheet

Appreciating People

This activity offers an opportunity to discuss information about ourselves and our values that are rarely discussed in day-to-day living. Sharing this information within families can sometimes be a source of joy and better understanding.

DIRECTIONS: Complete the sentences on your worksheet while your parent does theirs. When you are both finished, share your completed sentences and discuss the questions in the summary.

1. The most valuable person I have ever met is _____

_____

2. Personal characteristics I value in others are _____

_____

3. Some personal characteristics I would like to acquire are _____

_____

4. Something which means a lot to me, but other people don't think is valuable, is _____

_____

5. I am happiest when _____

_____

6. For my good friends, I will _____

_____

7. What I want most from a friendship is _____

_____

SUMMARY:

What I want most from our relationship is:

Teen Worksheet

Sex Roles and Dating

Our beliefs about how we should behave toward the opposite sex have much to do with our beliefs about sex roles--how men and women should be. This activity offers an opportunity to discuss values about sex roles and dating.

DIRECTIONS: Have your teen fill in their worksheet while you do yours. When finished, share your responses and discuss the summary questions.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. In general, a woman shouldn't call a man for a date.					
2. If a man is really masculine, he'll make all the decisions.					
3. A truly feminine woman will do what she can to please a man.					
4. It's more important for a woman than a man to be well-groomed.					
5. A truly feminine woman will make the first move to resolve a quarrel.					
6. A truly masculine man is always in control of the situation.					
7. You're not really a man until you've had sexual intercourse.					
8. Women don't have as strong a sex drive as men.					
9. A real man is always ready for sex since he has a strong sex drive.					
10. It's the woman's role to draw the line in sexual behavior.					

SUMMARY:

It's possible that beliefs about how we should behave as a man or woman can set up conflicts for us. For instance, if we believe that "a truly feminine woman will do what she can to please a man," and we also believe "it's the woman's role to draw the line in sexual behavior," a woman might find it difficult to do both.

Are any of your beliefs conflicting?

Is your own sexual behavior harmonious with the values you have about how a man or woman should act?

Do your beliefs about sex roles make it easier or harder for you to have an honest relationship with the opposite sex?

Parent Worksheet

Sex Roles and Dating

Our beliefs about how we should behave toward the opposite sex have much to do with our beliefs about sex roles--how men and women should be. This activity offers an opportunity to discuss values about sex roles and dating.

DIRECTIONS: Fill in your worksheet while your parent does theirs. When finished, share your responses and discuss the summary questions.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. In general, a woman shouldn't call a man for a date.					
2. If a man is really masculine, he'll make all the decisions.					
3. A truly feminine woman will do what she can to please a man.					
4. It's more important for a woman than a man to be well-groomed.					
5. A truly feminine woman will make the first move to resolve a quarrel.					
6. A truly masculine man is always in control of the situation.					
7. You're not really a man until you've had sexual intercourse.					
8. Women don't have as strong a sex drive as men.					
9. A real man is always ready for sex since he has a strong sex drive.					
10. It's the woman's role to draw the line in sexual behavior.					

SUMMARY:

It's possible that beliefs about how we should behave as a man or woman can set up conflicts for us. For instance, if we believe that "a truly feminine woman will do what she can to please a man," and we also believe "it's the woman's role to draw the line in sexual behavior," a woman might find it difficult to do both.

Are any of your beliefs conflicting?

Is your own sexual behavior harmonious with the values you have about how a man or woman should act?

Do your beliefs about sex roles make it easier or harder for you to have an honest relationship with the opposite sex?

Teen Worksheet

What Is Love?

Love is the subject of song, poem, drama. Many great literary works depict love between men and women. There is much debate about what love is! Is love "blind"? Is it a choice based on logical weighing of values?

DIRECTIONS: Do this activity together. Read the descriptions of love; then discuss the three questions and complete the summary sentences.

Infantile love follows the principle, "I love because I am loved." Mature love follows the principle, "I am loved because I love." Immature love says, "I love you because I need you." Mature love says, "I need you because I love you."-- Erich Fromm, The Art of Loving

It was love at first sight/When I looked into your eyes/I was blinded by the feelings in my heart. -"Police"

Love is blind to defects. - Bereshit Rabbah, 54

You made my soul a burning fire/You're getting to be my one desire/ You're getting to beall that matters to me/All I do is think about you. - Stevie Wonder, "All I Do"

Love means never having to say you're sorry. - Erich Segal, Love Story

If you love something very much, let it go free/If it returns, love it forever/If it never returns, it was never meant to be. - Anon.

Love is patient; love is kind and envies no one. Love is never boastful, nor conceited, nor rude, never selfish, not quick to take offence. Love keeps no score of wrongs; does not gloat over other men's sins, but delights in truth. There is nothing love cannot face; there is no limit to its faith, its hope and its endurance. - 1 Corinthians 13:4-7, New English Bible

Love gives naught but itself and takes naught but from itself. Love possesses not nor would it be possessed; for love is sufficient unto love. - Kahlil Gibran, The Prophet

1. Which of the above descriptions of love do you agree with? Why?
2. Is possessiveness a natural part of love? How much control do you want to have over a mate?
3. Is trust a part of a love relationship? Is trust "blind" or does it need to be proven?

SUMMARY: (Complete the sentence stems.)

Love is...

Love is not...

Relationships

This activity offers an opportunity for discussing family values about teen sexual behavior. It also raises the issue of differing standards of behavior for males and females.

DIRECTIONS: Read the case studies together. Then, have your teen write their responses on their worksheet while you do the same on this one. When you are both finished, share your individual responses and discuss them.

1. During his sophomore year, your son Doug says to you: "Everyone at school is having sex. It seems like it's no big deal. At least, that is what everyone says." What would you say to Doug?

If I were Doug's parent, I would say_____

_____

_____

2. Richie is 17 and Sharon is 16. They are very much in love and plan to get married someday when they are both through school and have stable jobs. Recently they have been finding it difficult to control their desire to have sex. If you were Sharon's parent, what would you say? If you were Richie's parent, what would you say?

If I were Sharon's parent, I would say_____

_____

_____

If I were Richie's parent, I would say_____

_____

_____

3. Your 16-year old son, Toby, is very active in sports, is a good student and loves to play "Dungeons and Dragons." Although his friends are beginning to date, Toby isn't really interested. One day after school he asks if there's something wrong with him because he's not interested in sex. He asks if he's normal. What would you say to Toby?

If I were Toby's parent, I would say_____

_____

_____

Parent Worksheet

Relationships

This activity offers an opportunity for discussing family values about teen sexual behavior. It also raises the issue of differing standards of behavior for males and females.

DIRECTIONS: Read the case studies with your parent. Then, write your responses on your worksheet while your parent does the same. When you are both finished, share your individual responses and discuss them.

1. During his sophomore year, your son Doug says to you: "Everyone at school is having sex. It seems like it's no big deal. At least, that is what everyone says." What would you say to Doug?

If I were Doug's parent, I would say_____

_____

_____

2. Richie is 17 and Sharon is 16. They are very much in love and plan to get married someday when they are both through school and have stable jobs. Recently they have been finding it difficult to control their desire to have sex. If you were Sharon's parent, what would you say? If you were Richie's parent, what would you say?

If I were Sharon's parent, I would say_____

_____

_____

If I were Richie's parent, I would say_____

_____

_____

3. Your 16-year old son. Toby, is very active in sports, is a good student and loves to play "Dungeons and Dragons." Although his friends are beginning to date, Toby isn't really interested. One day after school he asks if there's something wrong with him because he's not interested in sex. He asks if he's normal. What would you say to Toby?

If I were Toby's parent, I would say_____

_____

_____

Teen Worksheet

Saying "No"

Sometimes it's very easy to make a wise decision (that is consistent with your values) but difficult to live up to it. The following case studies provide practice in saying "no," which is an essential first step in living up to many decisions.

DIRECTIONS: This worksheet is designed for parent and teen to do together. Read the case studies and discuss all the ways to say "no." One of you may try saying "no" while the other tries to convince you to say "yes." Then, complete the sentence stems in the summary section and discuss your conclusions.

1. Marie is out with some friends on Saturday night. It's 11:00 p.m. and she's to be in at 11:30 p.m. Terry, who is driving the car, and the other kids want to go for pizza. To get Marie home in time, Terry would have to drive many miles out of her way and the pizza house might be closed by the time the group got back. Marie promised her parents she'd be home on time, and it's important to keep her promise and their trust.

   How can Marie say no?

   If Marie were a boy, would her parents be as concerned about their teen getting home on time?

2. Tony is new in town and wants to make friends. He's at a party with some kids from his class that he'd like for friends and is a little nervous about the impression he's making. Someone passes a joint. He has never smoked pot and doesn't want to get into smoking it. List all the ways Tony can say "no" and still keep these people as friends.

   Do you think Tony should continue to see these kids?

3. Linda and Mike have been seeing each other for several months. Mike wants to have sex, but Linda doesn't. Since she cares a great deal for him, how can she say "no" and not lose him as a boyfriend?

   What should Linda do if Mike continues to pressure her after she says "no"?

SUMMARY: (Complete the sentence stems and discuss.)

1. I learned _____

   _____

2. I was surprised that _____

   _____

Parent/Teen Worksheet

A Look at Parenting

Ann Landers once asked her parent readers, "If you had it to do over again, would you have children?" Seventy percent of the people responding said "no." Why do people have children and why have so many people found it unrewarding? Isn't having children one of life's great pleasures and rewards? The following exercise gives you an opportunity to discuss your attitudes about having children.

DIRECTIONS: Read the preceding introduction with your teen. Then, complete your worksheets individually before comparing your responses and discussing why you feel as you do.

YES	NO	SOME-TIMES	
			1. Caring for children is a boring job.
			2. A good reason for having children is: they can help when parents are too old to work.
			3. Having children gives a person a special reason to succeed in life.
			4. It is important to have children so that family traditions will live on.
			5. It is only natural that a woman should want children.
			6. All the effort parents make for their children is worthwhile in the long run.
			7. Having children makes a stronger bond between husband and wife.
			8. Having children is the most important function of marriage.
			9. Children limit you in what you are able to do and where you are able to go.
			10. Having children causes many disagreements and problems between husband and wife.
			11. It is only natural that a man should want children.
			12. People can feel that part of them lives on after death if they have children.

SUMMARY:

How do you feel about parenting? Is it rewarding? Is it your duty?

Parent Worksheet

A Look at Parenting

Ann Landers once asked her parent readers, "If you had it to do over again, would you have children?" Seventy percent of the people responding said "no." Why do people have children and why have so many people found it unrewarding? Isn't having children one of life's great pleasures and rewards? The following exercise gives you an opportunity to discuss your attitudes about having children.

DIRECTIONS: Read the preceding introduction with your parent. Then, complete your worksheets individually before comparing your responses and discussing why you feel as you do.

YES	NO	SOME-TIMES	
			1. Caring for children is a boring job.
			2. A good reason for having children is: they can help when parents are too old to work.
			3. Having children gives a person a special reason to succeed in life.
			4. It is important to have children so that family traditions will live on.
			5. It is only natural that a woman should want children.
			6. All the effort parents make for their children is worthwhile in the long run.
			7. Having children makes a stronger bond between husband and wife.
			8. Having children is the most important function of marriage.
			9. Children limit you in what you are able to do and where you are able to go.
			10. Having children causes many disagreements and problems between husband and wife.
			11. It is only natural that a man should want children.
			12. People can feel that part of them lives on after death if they have children.

SUMMARY:

How do you feel about parenting? Is it rewarding? Is it your duty?

Teen Worksheet

Anatomy and Physiology Matching

We seldom use the medical terms for reproductive anatomy and physiology. As a result, we may have difficulty using these terms. This quiz may be a helpful review for you and your teen.

DIRECTIONS: Complete this worksheet separately. Write the letter of the correct definition from the right in the blank beside the appropriate term on the left. When finished, use key to check your work. Then, with your teen, fill in anatomy charts. Again check answers using key.

1. ___Fallopian Tubes	a. opening to uterus
2. ___Vas Deferens	b. male organ which becomes erect during sexual arousal
3. ___Seminal Vesicle	c. place where baby grows and matures during pregnancy
4. ___Cervix	d. sac of skin that holds testes
5. ___Clitoris	e. organ that stores urine in males and females
6. ___Testicles	f. contains immature ova (eggs)
7. ___Rectum	g. urethra and vas deferens merge with this gland; has valve which restricts flow of urine
8. ___Penis	h. ovum travel through these tubes
9. ___Semen	i. a site of female sexual stimulation
10. ___Hormones	j. opening for feces to pass from body
11. ___Uterus	k. chemicals produced by endocrine glands; help regulate body activities
12. ___Urethra	l. "birth canal"; where intercourse takes place
13. ___Scrotum	m. skin covering head of penis; may be removed by circumcision
14. ___Bladder	n. tube through which sperm travels
15. ___Vagina	o. male sex gland that produces male sex cell and hormones
16. ___Labia	p. fluid which nourishes and carries sperm
17. ___Sperm	q. tube that carries urine from bladder to outside of body
18. ___Ovaries	r. the male reproductive cell
19. ___Foreskin	s. membrane that may partially cover opening to vagina
20. ___Hymen	t. gland which secretes most of semen
21. ___Prostate	u. hair-covered folds of skin that protect female external genitals
22. ___Ovum	v. female sex cell that joins with male sex cell at conception

Parent Worksheet

Anatomy and Physiology Matching

We seldom use the medical terms for reproductive anatomy and physiology. As a result, we may have difficulty using these terms. This quiz may be a helpful review for you and your parent.

Directions: Complete this worksheet separately. Write the letter of the correct definition from the right in the blank beside the appropriate term on the left. When finished, use key to check your work. Then, with your parent, fill in anatomy charts. Again check answers using key.

1. ___Fallopian Tubes	a. opening to uterus
2. ___Vas Deferens	b. male organ which becomes erect during sexual arousal
3. ___Seminal Vesicle	c. place where baby grows and matures during pregnancy
4. ___Cervix	d. sac of skin that holds testes
5. ___Clitoris	e. organ that stores urine in males and females
6. ___Testicles	f. contains immature ova (eggs)
7. ___Rectum	g. urethra and vas deferens merge with this gland; has valve which restricts flow of urine
8. ___Penis	h. ovum travel through these tubes
9. ___Semen	i. a site of female sexual stimulation
10. ___Hormones	j. opening for feces to pass from body
11. ___Uterus	k. chemicals produced by endocrine glands; help regulate body activities
12. ___Urethra	l. "birth canal"; where intercourse takes place
13. ___Scrotum	m. skin covering head of penis; may be removed by circumcision
14. ___Bladder	n. tube through which sperm travels
15. ___Vagina	o. male sex gland that produces male sex cell and hormones
16. ___Labia	p. fluid which nourishes and carries sperm
17. ___Sperm	q. tube that carries urine from bladder to outside of body
18. ___Ovaries	r. the male reproductive cell
19. ___Foreskin	s. membrane that may partially cover opening to vagina
20. ___Hymen	t. gland which secretes most of semen
21. ___Prostate	u. hair-covered folds of skin that protect female external genitals
22. ___Ovum	v. female sex cell that joins with male sex cell at conception

Teen Worksheet

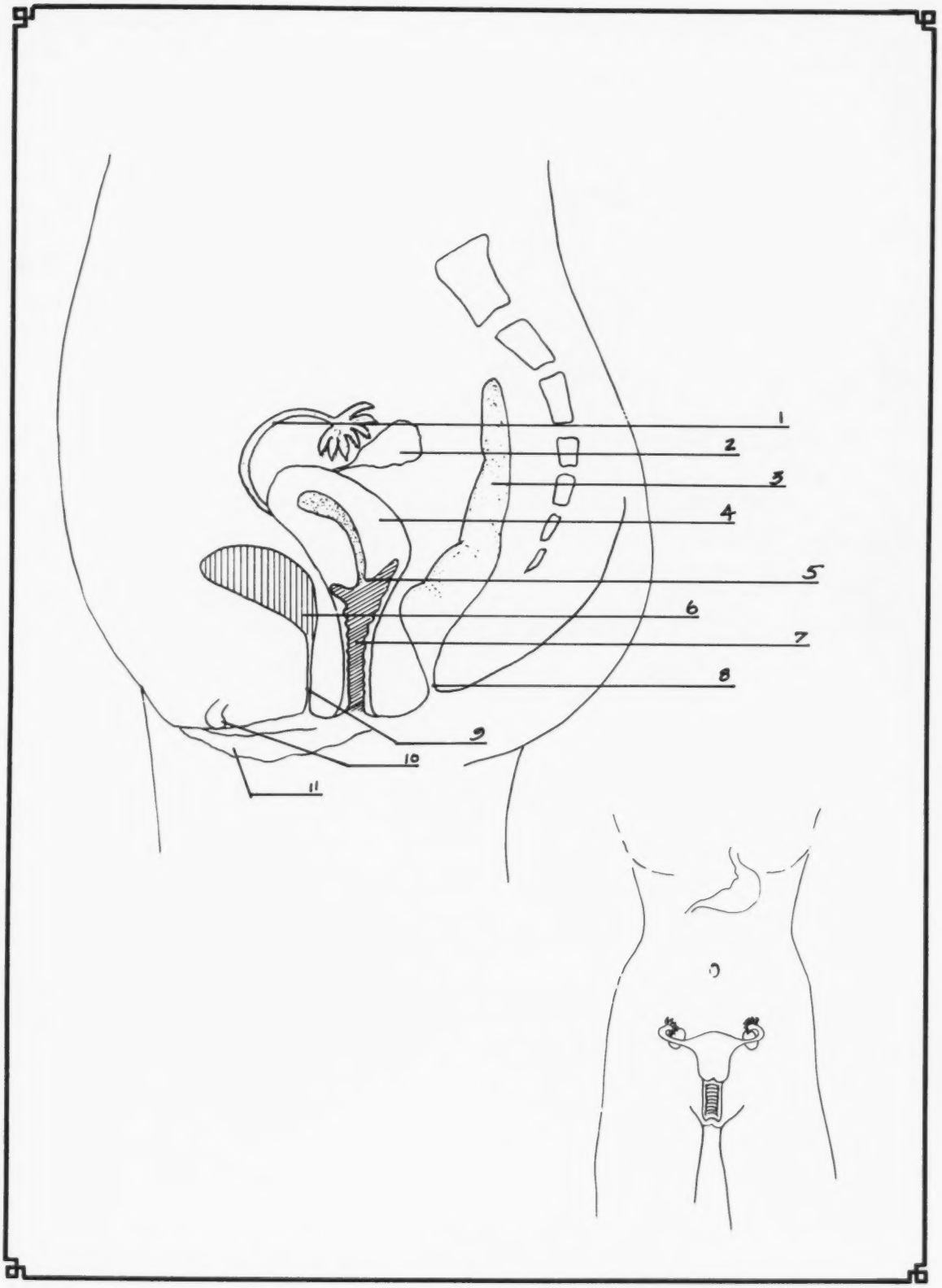
ANSWERS TO A & P MATCHING

1. h	8. b	16. u
2. n	9. p	17. r
3. t	10. k	18. f
4. a	11. c	19. m
5. i	12. q	20. s
6. o	13. d	21. g
7. j	14. e	22. v
	15. l	

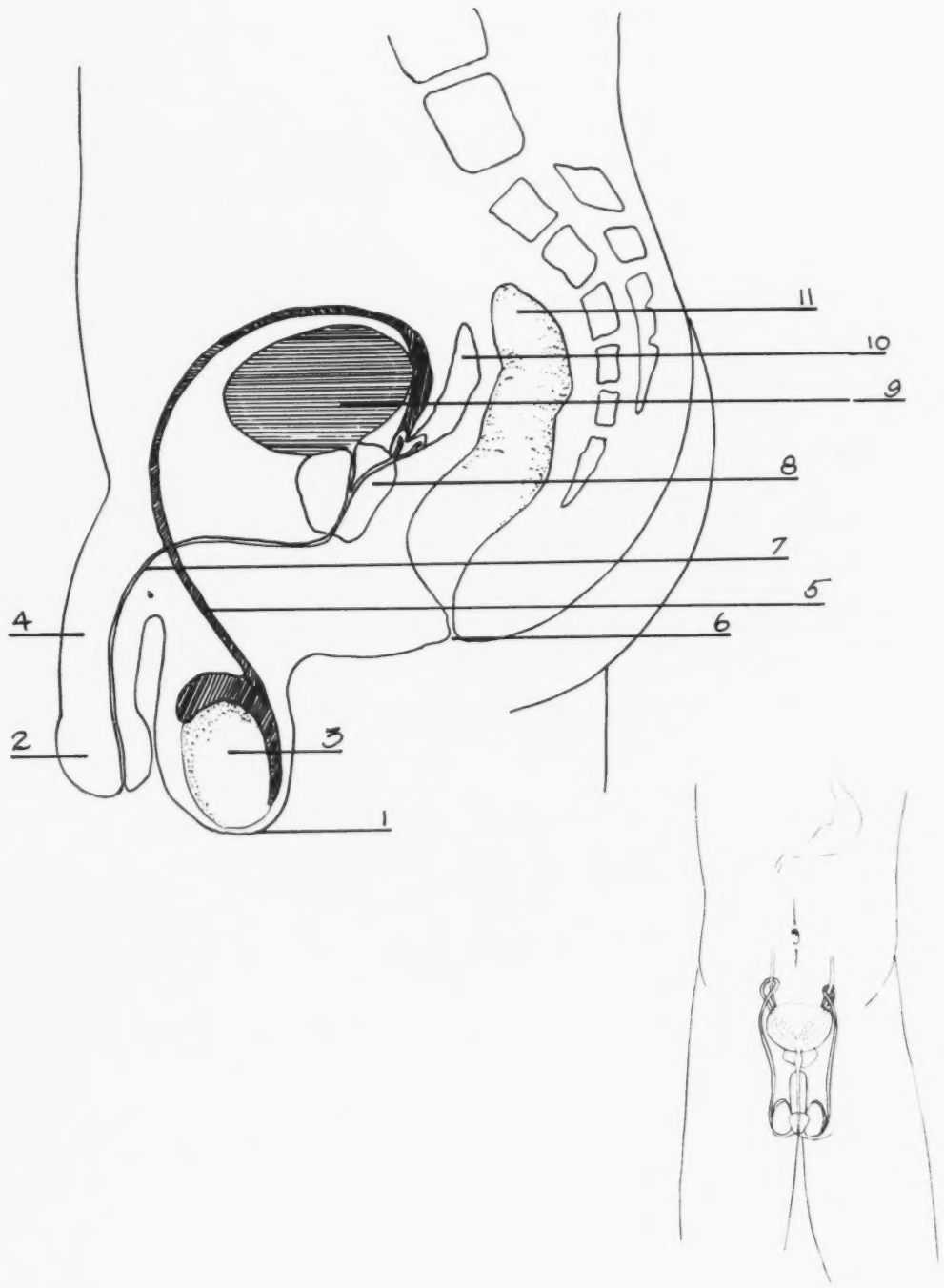
ANSWERS TO ANATOMY CHARTS

FEMALE	MALE
1. Fallopian Tubes	1. Scrotum
2. Ovaries	2. Glans Penis
3. Rectum	3. Testis
4. Uterus	4. Penis
5. Cervix	5. Vas Deferens
6. Bladder	6. Anus
7. Vagina	7. Urethra
8. Anus	8. Prostate
9. Urethra	9. Bladder
10. Clitoris	10. Seminal Vesicle
11. Labia	11. Rectum

Answer Key



Female Reproductive Anatomy



Male Reproductive Anatomy

Birth Control Myth Quiz

This activity addresses some myths about conception and contraception. The answer sheet not only corrects but also clarifies, providing you and your teen the opportunity for a more accurate understanding of conception and contraception.

DIRECTIONS: Ask your teen to complete their worksheet while you do yours; then use the answer sheet to check your answers together. Take time for discussion as needed when you check your work.

After each statement, check the appropriate space for truth or myth.

	TRUTH	MYTH
1. The majority of sexually active teens use birth control.	____	____
2. A man can't get a woman pregnant if the penis doesn't actually enter the vagina.	____	____
3. A couple won't get pregnant if they have sex only during the woman's period.	____	____
4. Women don't get pregnant if it's their first time.	____	____
5. Douching after sex will wash out the sperm and protect against pregnancy.	____	____
6. If a woman urinates after sex, the sperm will be washed out.	____	____
7. Girls who haven't started their periods yet can't get pregnant.	____	____
8. Abstinence means having sex but holding back the sperm to prevent pregnancy.	____	____
9. If a man pulls out in time (before he ejaculates), he can protect the woman from pregnancy.	____	____
10. If a man has a sterilization operation, he won't be able to have sexual intercourse anymore.	____	____
11. A woman is protected from pregnancy the day she starts taking the pill.	____	____
12. Condoms aren't very effective because they break easily.	____	____
13. Foams and suppositories are as effective as birth control pills.	____	____
14. The "safe" time for a couple to have sex (without getting pregnant) is the five days before the woman's period.	____	____
15. The longer a couple doesn't use birth control without having a pregnancy, the less likely they are to get pregnant.	____	____

Parent Worksheet

Birth Control Myth Quiz

This activity addresses some myths about conception and contraception. The answer sheet not only corrects but also clarifies, providing you and your parent the opportunity for a more accurate understanding of conception and contraception.

DIRECTIONS: Do your worksheet while your parent does theirs; then use the answer sheet to check your answers together. Take time for discussion as needed when you check your work.

After each statement, check the appropriate space for truth or myth.

	TRUTH	MYTH
1. The majority of sexually active teens use birth control.	____	____
2. A man can't get a woman pregnant if the penis doesn't actually enter the vagina.	____	____
3. A couple won't get pregnant if they have sex only during the woman's period.	____	____
4. Women don't get pregnant if it's their first time.	____	____
5. Douching after sex will wash out the sperm and protect against pregnancy.	____	____
6. If a woman urinates after sex, the sperm will be washed out.	____	____
7. Girls who haven't started their periods yet can't get pregnant.	____	____
8. Abstinence means having sex but holding back the sperm to prevent pregnancy.	____	____
9. If a man pulls out in time (before he ejaculates), he can protect the woman from pregnancy.	____	____
10. If a man has a sterilization operation, he won't be able to have sexual intercourse anymore.	____	____
11. A woman is protected from pregnancy the day she starts taking the pill.	____	____
12. Condoms aren't very effective because they break easily.	____	____
13. Foams and suppositories are as effective as birth control pills.	____	____
14. The "safe" time for a couple to have sex (without getting pregnant) is the five days before the woman's period.	____	____
15. The longer a couple doesn't use birth control without having a pregnancy, the less likely they are to get pregnant.	____	____

Teen Worksheet

ANSWERS TO

BIRTH CONTROL MYTH QUIZ

1. Myth. *THE TRUTH IS:* The majority of sexually active teens do not use birth control every time they have sexual intercourse.

2. Myth. *THE TRUTH IS:* Couples may get pregnant if the penis doesn't actually enter the vagina. Even sperm deposited on the outside of the vagina can make it into the vagina and on up into the tubes. Sperm can even get through underwear.

3. Myth. *THE TRUTH IS:* Couples can get pregnant if they have sex only during the woman's periods. Women can get pregnant at any time during their cycles, especially if they have short or irregular cycles.

4. Myth. *THE TRUTH IS:* Women can get pregnant even if it's their first time. Pregnancy can happen any time the woman has sexual intercourse, if an egg has been released. (Pregnancy can happen without sexual intercourse; see myth #2 above.)

5. Myth. *THE TRUTH IS:* Douching after sex will not wash out the sperm and protect against pregnancy. A woman can't douche fast enough to catch the sperm, and douching may even help the sperm to reach the tubes faster.

6. Myth. *THE TRUTH IS:* If a woman urinates after sex, the sperm will not be washed out. Urine doesn't pass through the vagina--instead it leaves the body through the urethra, which runs parallel to the vagina.

7. Myth. *THE TRUTH IS:* Girls who haven't started their periods yet can get pregnant. Sometimes a girl will ovulate just before her first period begins.

8. Myth. *THE TRUTH IS:* Abstinence does not mean having sex but holding back the sperm to prevent pregnancy. Abstinence means not having sexual intercourse at all.

9. Myth. *THE TRUTH IS:* If a man pulls out "in time" (before he ejaculates), he still cannot protect the woman from pregnancy. As soon as a man gets an erection, fluid from the Cowper's gland can carry enough sperm into the urethra to escape into the vagina and cause pregnancy, even before ejaculation. Men have no control over the release of this fluid. Therefore, "pulling out" (withdrawal) or "holding back" are not reliable ways to prevent pregnancy.

10. Myth. *THE TRUTH IS:* If a man has a sterilization operation, he will still be able to have sexual intercourse. Vasectomy (male sterilization) has no effect on the man's hormones or ability to have sexual intercourse. Fluid is still released when he ejaculates.

11. Myth. *THE TRUTH IS:* A woman is not protected from pregnancy the day she begins taking the pill. Most physicians and nurse practitioners recommend that women should abstain or use a back-up method of birth control for the first seven to 14 days when she begins using birth

ANSWERS TO BIRTH CONTROL MYTH QUIZ, page two

11. (continued)

control pills. After this initial period, the woman is protected every day, including during menstruation.

12. Myth. *THE TRUTH IS:* Condoms are very effective and don't break easily. Specifically, condoms are 90-97% effective, depending on how carefully they are used. Condoms are inspected before being marketed, and safety regulations require that condoms be able to hold a large amount of air without breaking. Condoms should not be exposed to heat or Vaseline, as both can deteriorate the rubber and increase chances of breaking.

13. Myth. *THE TRUTH IS:* Foams and suppositories are not as effective as birth control pills. Spermicides range in effectiveness from 78-97%. To be used effectively, strict adherence to manufacturer's instructions must be followed. When spermicides are used correctly, along with condoms, every time a couple has intercourse, effectiveness goes up to 95-99%, which compares closely with pill effectiveness (90-99+%).

14. Myth. *THE TRUTH IS:* It is not a "safe" time for a couple to have sex the five days before the woman's period. Relatively infertile or safe days in the rhythm method vary according to the individual woman's cycle length. Although some days during the cycle are relatively safe, there is no time during the cycle when a couple can be 100% certain that they cannot get pregnant.

15. Myth. *THE TRUTH IS:* The length of time a couple doesn't use birth control without having a pregnancy does not indicate the likeliness of their getting a pregnancy. There are some cases in which one or both partners is temporarily or permanently infertile. However, studies show that in a year's time, for every 100 sexually active couples who do not use birth control, 90 get pregnant.

Answer Key

What Everyone Should Know About STD

STD (Sexually Transmitted Diseases) is a new name for a group of very old diseases such as syphillis, gonorrhea, hepatitis, and some newer ones like herpes and AIDS. STD is a major health problem in the United States, despite readily available medical treatment, because people lack very basic information about its detection, transmission, prevention, and treatment. This exercise stresses basic information everyone should know about STD.

DIRECTIONS: Ask your son or daughter to fill out their worksheet while you fill out yours. Read the statements in each section and put a check beside the statement you believe is the most valuable information to have. When you are both finished, compare and discuss your choices before looking at the author's response sheet.

I Which is more valuable information regarding the symptoms of STD?

____a. to know the symptoms of each STD.

____b. to be aware of your body's normal discharges and usual condition of the genital area.

II Which is more important to know about how people get STD?

____a. that STD is passed by intimate contact with a person who has an STD infection.

____b. that a person can get crabs or scabies from a sheet, towel, toilet seat or clothing recently used by an infected person.

III Which information about treatment is more important to a person with STD?

____a. In most states, teens and adults with limited income may receive free or low-cost, confidential treatment for STD.

____b. STD can be most successfully treated when the symptoms first appear.

IV Which information about the prevention of STD is more important to know.

____a. The more sexual partners a person has, the more likely they are to get an STD.

____b. There are preventative hygiene measures that can lessen the chances of contracting STD.

Parent/Teen Worksheet

V Which statement reflects the most important responsibility of a person who is sexually active?

_____a. A person diagnosed as having STD should inform their partners that they should get a medical examination to determine whether they have contracted the infection.

_____b. A person with more than one sexual partner should use preventative measures and have regular medical check-ups for STD.

_____c. A person who has any abnormal discharge, pain, itching or sore in the genital area should seek prompt medical attention.

Author's Response Sheet

Deciding what information is the most valuable is a matter of individual judgement and will differ from one authority to another. There are no right or wrong answers to the activity you have just completed. The following explains the author's opinion about WHAT EVERYONE SHOULD KNOW ABOUT STD.

I Which is more valuable information regarding the symptoms of STD?

B. A person needs to be aware of what is normal in their own body before they can recognize indication of infection. There are normal discharges, lumps and bumps in everyone's body. Changes in these normal conditions may indicate infection and should be responded to with a visit to a medical practitioner.

Knowing all the symptoms of each STD is a huge task and is not one that most non-medical people can easily do. It is more helpful to recognize changes in the normal condition of the body.

II Which is more important to know about how people get STD?

A. It is important to understand that having sexual intercourse does not cause STD. Having sexual contact with a person who has STD does. STD is most often contracted by contact of mucous membrane with infected mucous membrane. Mucous membrane lines the vagina, the mouth, the anus and the genitals.

While it's worth knowing that some STDs--namely crabs and scabies--can be contracted from infested clothing, etc., most often these are contracted by intimate physical contact with an infected person.

Like crabs or scabies, urinary tract infections and many vaginal infections are not always sexually transmitted. Some are caused by an imbalance of body micro-organisms or poor hygiene habits - not by sexual intercourse with an infected person. It is important for people to know this and not to immediately suspect that their partner has had sexual contact with someone else.

III Which information about treatment is more important to a person with STD?

B. STDs can be most successfully treated when the first symptoms appear. Treatment is not painful. The infections are treated by medication taken orally, by injection or by the application of creams. Self treatment is usually a mistake, only delaying the most effective treatment and successful recovery.

Early symptoms of syphillis may disappear without treatment leading the infected person to believe that the disease has gone away. Unless treated, the disease will reappear at a later time after

Answer Key

III B. (continued)

damage has already occurred in the body.

Low-cost treatment for STD is important so that all people can afford medical attention and prevent further spread of this disease. Confidentiality is also an important aspect of service allowing people to seek treatment without embarassment. When seeking medical care, teens should consider that their parents may want to be involved in such an important decision about their health care. Parents are often more understanding and supportive in times of crisis than their children would expect them to be.

IV Which information about the prevention of STD is more important to know?

A. The more partners a person has during their lifetime, the more likely they are to get repeated cases of STD. Many people are unaware that having multiple partners poses a hazard to their physical health and well-being. This information could be an important factor in making decisions about sexual activity.

There are things a person can do to lessen the likelihood of getting STD if they do choose to have more than one sexual partner.

* urinating after intercourse
* washing with soap and water after intercourse
* using condoms
* asking new partners whether they have an STD
* having periodic medical check-ups for STD.

While the use of condoms has a significant impact on the spread of STD, it is only partially effective. It may not prevent the spread if infected areas are not covered by the condom. Anytime there is sexual contact with a person who has STD, the disease may be contracted. Since not all symptoms of STD are easily detected, a periodic medical check-up is important for people who have more than one sexual partner or a new sexual partner.

V Which statement reflects the most important responsibility of a person who is sexually active?

A/B/C People who are sexually active have a responsibility to themselves, their partners and to society to observe all of the above. We could do much to irradicate STD if all sexually active people took full responsibility for preventing the continued spread of STD.

Answer Key

A Big Decision

We have challenges each day that require us to make decisions. Some are small ("Shall I get up right now, or sleep another few minutes?") and occasionally some are major ("Should I get an after-school job so I'll have some money or spend the time studying to raise my grades?").

Major decisions often affect other people; many involve personal values and morals, and cannot be wisely decided by flipping a coin. This activity will show you a step-by-step model for making major decisions.

DIRECTIONS: This activity is designed for parent and teen to do together. First, think of a situation that will require a major decision from one of you in the near future; or, a major decision your family will be making now or in the future. When you've agreed on one, follow the steps to come to a decision.

STEP 1. State the challenge to be met in a few words.

STEP 2. List at least four possible solutions or alternatives.

A.

B.

C.

D.

STEP 3. List the positive and negative aspects of each alternative.

	Positive	Negative
A.		
B.		

Parent/Teen Worksheet

A BIG DECISION, page two

STEP 3. List positive and negative aspects of each alternative.

	Positive	Negative
C.		
D.		

STEP 4. List persons affected by these alternatives and the personal values that may be in conflict with these alternatives.

	Persons Affected	Values in Conflict
A.		
B.		
C.		
D.		

STEP 5. Compare all the alternatives and select the solution which seems best. Write your chosen solution here:

SUMMARY:

While this model is admittedly complicated to use when making minor decisions, there are times when it can be useful. What are some life situations when it would be appropriate to use this model?

Remember: sometimes it's easier to make a decision than it is to live up to it. The next step may be harder!

Values and Decisions

The young couple in the following story have to face a decision with no easy alternatives. Unfortunately, many young people each year face this same decision: what to do about an unplanned pregnancy. Maggie and Joe's decision will involve religious and ethical values as well as practical considerations. This activity provides an opportunity for you and your teen to individually examine these factors and then to share your ideas together.

DIRECTIONS: Ask your teen to read the short story and answer the questions following it while you do the same. Then, discuss your responses together.

Maggie and Joe

Joe and Maggie are high school students who have been together for a year and have recently started having sexual intercourse. Joe is a senior, Maggie is a sophomore. They have just gone for a pregnancy test and learned that Maggie is pregnant. They feel unsure about the best decision for them and realize they need to decide soon.

Joe has been studying auto mechanics in school and could get a job in a garage as soon as he graduates, but he'd been pl ning to go to a school to specialize in airplane mechanics.

Maggie is very mature for her age, is a straight-A student, and is very level-headed. However, she doesn't feel she is ready to be a mother.

There are four options available to Maggie and Joe in our society:

1. Get married and have the baby.
2. Have the baby without marriage.
3. Relinquish the baby for adoption.
4. Terminate the pregnancy by abortion.

A. What values and religious beliefs do you have that are involved in each option?

1. Marriage..._____

_____

_____

2. Single parenting..._____

_____

_____

Parent Worksheet

VALUES AND DECISION, page two

A. What values and religious beliefs do you have...

3. Adoption...

4. Abortion...

B. What practical considerations complicate each option for Joe and Maggie?

1. Marriage...

2. Single parenting...

3. Adoption...

4. Abortion...

C. Where and to whom should Maggie and Joe go for help in making their decision?

Parent Worksheet

Values and Decisions

The young couple in the following story have to face a decision with no easy alternatives. Unfortunately, many young people each year face this same decision: what to do about an unplanned pregnancy. Maggie and Joe's decision will involve religious and ethical values as well as practical considerations. This activity provides an opportunity for you and your parent to individually examine these factors and then to share your ideas together.

DIRECTIONS: Read the short story and answer the questions following it while your parent does the same. Then, discuss your responses together.

Maggie and Joe

Joe and Maggie are high school students who have been together for a year and have recently started having sexual intercourse. Joe is a senior, Maggie is a sophomore. They have just gone for a pregnancy test and learned that Maggie is pregnant. They feel unsure about the best decision for them and realize they need to decide soon.

Joe has been studying auto mechanics in school and could get a job in a garage as soon as he graduates, but he'd been planning to go to a school to specialize in airplane mechanics.

Maggie is very mature for her age, is a straight-A student, and is very level-headed. However, she doesn't feel she is ready to be a mother.

There are four options available to Maggie and Joe in our society:

1. Get married and have the baby.
2. Have the baby without marriage.
3. Relinquish the baby for adoption.
4. Terminate the pregnancy by abortion.

A. What values and religious beliefs do you have that are involved in each option?

1. Marriage..._____

_____

_____

2. Single parenting..._____

_____

_____

Teen Worksheet

VALUES AND DECISIONS, page two

A. What values and religious beliefs do you have...

3. Adoption..._____

4. Abortion..._____

B. What practical considerations complicate each option for Joe and Maggie?

1. Marriage..._____

2. Single parenting..._____

3. Adoption..._____

4. Abortion..._____

C. Where and to whom should Maggie and Joe go for help in making their decision?

Teen Worksheet